

# Mark Scheme (Results)

## Summer 2010

GCE

### GCE Religious Studies 6RS01 Paper 1

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Summer 2010

Publications Code US024626

All the material in this publication is copyright

© Edexcel Ltd 2010

## 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.

## Unit 1: Foundations

This generic mark scheme is to be used in conjunction with the question specific indicative mark schemes which follow. A response will be read to identify the band of the questions specific indicative mark scheme into which the response falls. The descriptors within the generic mark scheme will then be used to determine the precise mark for the response.

### Assessing Quality of Written Communication

QWC will have a bearing if the QWC is inconsistent with the communication element of the descriptor for the level in which the candidate's answer falls. If, for example, a candidate's Religious Studies response displays mid Level 3 criteria but fits the Level 2 QWC descriptors, it will require a move down within Level 3.

### Assessment Objective 1

Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

Level	Descriptor	Marks
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with mainly random and unorganised detail; imprecisely expressed.</p> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> <p><b>Low Level 1: 1 mark</b> minimal accuracy or relevance in factual detail; no coherent organisation; very broad and unfocused generalisations; unclear as a response to the task, but not worthless</p> <p><b>Mid Level 1: 2-3 marks</b> a mixture of accurate and relevant information with unrelated factual detail and inaccurate information; some relevant but unfocused generalisations; recognisable as a response to the task</p> <p><b>High Level 1: 4-5 marks</b> some accurate and relevant information; an attempt to organise this within a structure; some broad but relevant generalisations with occasional detail; a valid response to the task, but lacking clarity or focus</p>	1-5

2	<p>Mainly relevant and accurate information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 2: 6 marks</b> most information presented is relevant to the task and accurate; limited in scope; organised sufficiently to show an implicit awareness of the issue; expressed with limited clarity</p> <p><b>Mid Level 2: 7-8 marks</b> relevant and accurate information organised to show some awareness of the issue raised; with sufficient scope to show recognition of the breadth of the task; expressed simply and with some clarity</p> <p><b>High Level 2: 9-10 marks</b> a simple structure in which appropriate information is organised; leading to a clear though basic awareness of the issue raised; expressed clearly</p>	6-10
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 3: 11 marks</b> sufficient accurate and relevant knowledge to show a sound awareness of the issue; information organised to present a clear structure; some key features identified; reference to some key ideas and concepts; expressed clearly using technical terms occasionally</p> <p><b>Mid Level 3: 12-13 marks</b> breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features identified with some elaboration; showing understanding of some key ideas and concepts; expressed clearly and accurately using technical terms</p> <p><b>High Level 3: 14-15 marks</b> a good range and/or detail of appropriate knowledge; presented in a mainly coherent structure; significant features explained</p>	11-15

	for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately	
4	<p>A coherent and well-structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> <p><b>Low Level 4: 16-17 marks</b> accurate, relevant and detailed knowledge of the subject matter at a broad range or in sufficient depth; emphasis on significant features; using evidence to show general understanding of the key ideas; expressed clearly, using technical language appropriately</p> <p><b>Mid Level 4: 18-19 marks</b> accurate, relevant and detailed knowledge of the subject matter at a wide range or in significant depth; emphasis on the most important features; using well-chosen evidence to support understanding of key ideas and concepts; expressed clearly and accurately, using technical language widely</p> <p><b>High Level 4: 20-21 marks</b> accurate, relevant and detailed knowledge used concisely to present a coherent and well-structured response to the task at a wide range or considerable depth; selecting the most important features for emphasis and clarity; using evidence to explain the key ideas; expressed cogently using technical language</p>	16-21

## Assessment Objective 2

Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Level	Descriptor	Marks
1	A mainly descriptive response, at a general level, to the issue(s) raised in the task; leading to a point of view that is logically consistent with the task, supported by reference to a simple argument or unstructured evidence; imprecisely expressed.	1-2
2	A response to the task showing a simple but partial awareness of the issue(s) raised, typically supported by some attempt to set out a range of views; a point of view supported by limited but appropriate evidence and/or argument; communicated with a sufficient degree of accuracy to make the meaning clear.	3-4
3	An accurate statement of the main issue(s) raised by the task with some attempt to set out reasons for a range of views; a point of view expressed clearly, supported by relevant evidence and argument and deploying some technical language appropriately.	5-6
4	An attempt at an evaluation of the issue(s) raised in the task, typically through a careful analysis of alternative views; leading to a clearly expressed viewpoint supported by well-deployed evidence and reasoned argument; expressed accurately, fluently and using a range of technical vocabulary.	7-9

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose religious understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the religious thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

## Philosophy

Question Number		Indicative content
1 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may give a few isolated ideas of the design argument such as orderliness, but without sustained evidence of understanding their significance.
Level 2	6-10	Candidates may present a basic account of the design argument. They may select Aquinas on design with illustrative material. The straightforward material may be presented in a clear, accurate manner.
Level 3	11-15	Candidates may select some foundational ideas of this argument and present a well-structured answer. Within their exposition, candidates may highlight some ideas as being fundamental such as the progression from empirical evidence to analogical reasoning. Candidates may refer to one or more versions of this argument coupled with a clear understanding of the philosopher(s) selected.
Level 4	16-21	It is likely candidates may clarify why some ideas are fundamental and provide evidence of identifying more important ideas from others. They may examine the ideas from Cleanthes, Paley, Tennant and Swinburne. Candidates may give an account of interpretations of experience, use of types of analogy especially related to cause and effect and distinctive features of the conclusion.

Question Number		Indicative content
1 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two examples of strengths but without arguing for the view that they are strengths.
Level 2	3-4	Candidates may clarify a basic argument about strengths with reference to some examples.
Level 3	5-6	Candidates may focus on the question showing evaluative skills of debating a few points of view. Candidates may focus on some strengths of the argument to build up a cumulative case that this is a convincing argument.
Level 4	7-9	It is likely candidates may display explicit evidence of arguing a case. They may of course take different stances but they may weigh up views for and against and in the process build up a coherent argument that addresses the question. Candidates may draw on various scholars such as the ways Paley systematically argues against various supposed weaknesses and Swinburne who tries to justify the argument against the criticism of Hume.



Question Number		Indicative content
1 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention one or two isolated features of the cosmological argument without evidence of understanding the features.
Level 2	6-10	Candidates may present a basic account of some key features of the argument. They may mention cause and effect and draw out the points about infinite regress and necessary existence at a simple level.
Level 3	11-15	Candidates may examine significant features of the argument. They may refer to a case study such as one or more versions of Aquinas showing an ability to select significant ideas. This may involve an analysis of contingency and this concept may be interpreted as a significant feature of a cosmological argument.
Level 4	16-21	It is likely candidates may focus on the demands of the question. They may select and adapt their material in order use it to address the point about significant features, compared to merely giving an account of the argument. They may focus on key assumptions and premises of the argument such as notions of sufficient reason. They may analyse key turning points in the argument such as why there is a shift from infinite regress to necessary existence. It is likely candidates may use various key scholars such as Aquinas, Leibniz and Copleston.

Question Number		Indicative content
1 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two strengths but without building up a point of view.
Level 2	3-4	Candidates present a basic argument with a few views for and against but with limited focus on the question. They may describe an argument based on causation with support from experience adding to its strength.
Level 3	5-6	Candidates may build up a case that there are more strengths than weaknesses to this argument. They may achieve this by an accumulation of a range of empirical evidence coupled with coherent reasoning. They may support their interpretation with reference to the views of Aquinas and Craig.
Level 4	7-9	Candidates are likely to display evidence of sustained reasoning with a structured argument that clearly addresses the issue of how far the strengths may outweigh the weaknesses. This type of approach may be characterised by a careful weighing up of alternative explanations. Candidates may make effective use of the debate between Copleston and Russell by selecting material that is relevant to the debate about the strengths outweighing the weaknesses.

Question Number		Indicative content
2 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention one or two ideas associated with the problem of suffering with limited attention to a solution with little evidence of understanding the issues involved in this topic.
Level 2	6-10	Candidates may identify a few basic features of the problem and one or two solutions such as views about a God with limitations with notions of human freedom to choose good and evil. Normally candidates cannot proceed to level 3 unless they have examined two solutions.
Level 3	11-15	Candidates may select and adapt material that identifies key ideas about the problem of suffering including types of suffering. They may provide a balanced answer to the total demands of this part of the question and this may refer to the solutions of Augustine and Irenaeus noting these particular responses are not the only valid exemplars.
Level 4	16-21	It is likely candidates may present an explicit response to the range of demands in this question. They may make effective use of scholarship, such as Hume, Augustine, Irenaeus, Hick and there may be some attention to variations of these approaches. Candidates are not required to focus on western approaches to this topic and eastern religious traditions are of course creditworthy. Well-structured answers may be characterised by a proficient use of technical terms.

Question Number		Indicative content
2 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two solutions and indicate that such a solution may be successful if there is a belief in life after death. There may be a lack of evidence of understanding the significance of the points being made.
Level 2	3-4	Candidates may identify a few basic strengths at a simple level such as a justification of some divine attributes but without a clear focus on the thrust of the question.
Level 3	5-6	Candidates are likely to create an argument which considers some strengths and weaknesses of these solutions so there may be consideration of alternative positions. Candidates may formulate their own line of reasoning so as to come to a substantiated conclusion.
Level 4	7-9	Candidates are likely to present a reasoned appraisal of the two solutions. They may weigh up the strengths and weaknesses using scholarly contributions and refinements of the solutions. They may reason that one of the solutions is a better type of solution than the other with evidence of discrimination of material. They may argue that refinements to Irenaeus by Hick create a well-reasoned solution. It is likely candidates may come to an informed opinion about the view that these are only 'partial' solutions.

## Ethics

Question Number		Indicative content
2 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may describe some features of miracles and the role of witnesses.
Level 2	6-10	Candidates may select some basic features of definitions of miracles with a focus on a few reasons to believe in miracles. Candidates may examine the quality of evidence which may be tested. Normally candidates cannot proceed to level 3 unless they have outlined two definitions and examined key reasons.
Level 3	11-15	Candidates may present two definitions of miracles, noting some scholars refer to various definitions and two definitions from the same philosopher are acceptable. They may display understanding of key concepts in the definitions. They may examine key reasons to believe in miracles with a clear understanding of significant issues such as coherence with selected attributes of God, and ideas about laws of nature and the role of probability given the importance of eye witness accounts.
Level 4	16-21	It is likely candidates may present a sound understanding of significant features associated with definitions of miracles, including relevant contextual issues such as empiricism with Locke's account. Candidates may examine important reasons for believing in miracles such as theological views, interpretations of scientific reasoning and range of empirical evidence. It is likely candidates may include material from various philosophers that are used to focus on the question.

Question Number		Indicative content
2 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention a few problems with belief in miracles such as conflicting accounts but with scant attention to the question.
Level 2	3-4	Candidates may present a basic account of some strengths and weaknesses about belief in miracles. They may build up a basic argument with reference to some of Hume's criticisms.
Level 3	5-6	Candidates may consider some criticisms against miracles and assess their validity. They may draw on scholarly debates in order to clarify contentious issues and to highlight significant points of interpretations. Some may debate the belief that miracles are probable for various reasons. They may draw on some issues associated with the principles of credulity and testimony and consider the various options in this type of debate.
Level 4	7-9	It is likely candidates may show clear evidence of commenting on the thrust of the question. They may make effective use of scholarship so as to pinpoint various criticisms made against miracles. This may be balanced by reasoning about the strength of belief in miracles which candidates may argue to be more persuasive than potential problems. Candidates may structure their argument around the themes of strengths and weaknesses so that the flow of their reasoning is coherent and purposeful.

Question Number		Indicative content
3 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates are likely to make little distinction between strengths, weaknesses and features of the theory and to draw on a very limited range of material. It is unlikely they will have any clear understanding of the wider context of utilitarianism.
Level 2	6-10	At this level, candidates may find it hard to relate knowledge of the theory to appropriate strengths and weaknesses and the answer may have a disjointed feel. Candidates are likely to discuss a limited range of characteristics, strengths and weaknesses, and are likely to focus entirely on Bentham and Mill. Normally candidates cannot proceed to level 3 if they have not referred to both strengths and weaknesses.
Level 3	11-15	Candidates may be reliant on identifying features of utilitarianism before outlining relevant strengths and weaknesses, but will maintain a line of discussion which clearly identifies the strengths and weaknesses of the characteristics considered. Candidates may concentrate on Bentham's and Mill's approaches to the theory and are likely to consider other developments of utilitarianism.
Level 4	16-21	At this level candidates are likely to be able to identify features of utilitarianism within a context of examining their strengths and weaknesses. It is to be expected that they make reference to the teleological nature of the theory, to issues of consequentialism and means to an end. At this level, candidates are likely to display some knowledge and understanding of utilitarianism within its social context. Bentham and Mill are likely to feature prominently, but at this level candidates may also make reference exclusively or additionally to other forms of utilitarianism. A relatively equally balanced discussion of strengths and weaknesses should be expected at this level.

Question Number		Indicative content
3 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates at this level will struggle to raise any new material and are likely to rely on basic repetition of ideas from (i). They are unlikely to have reached a conclusion.
Level 2	3-4	At this level, candidates will struggle to incorporate new information or to reach a balanced conclusion. Consideration of whether strengths outweigh weaknesses is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct, although at the top of this level candidates may still be demonstrating some awareness of the philosophical principles of the theory.
Level 3	5-6	At this level, candidates may rely on some repetition of material from (i) but will still maintain a clear line of argument in terms of strengths versus weaknesses. Some new material is likely, perhaps simpler ideas than those explored at the higher level. Candidates will attempt to reach a conclusion in terms of relative strengths and weaknesses.
Level 4	7-9	Candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (i). They will make a genuine attempt at evaluation through a reasoned and balanced argument which may conclude in any valid direction. Candidates are likely to make direct reference to the wording of the question, possibly considering the meaning of 'outweighed' or establishing a clear argument for or against the view from the outset.

Question Number		Indicative content
3 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Level one candidates will have little awareness of scholarly approaches to the theory and are likely to resort to an inaccurate understanding of, for example, <i>agape</i> , or the intentions of the proponents of the theory. Case studies may be used at length with little or no analysis.
Level 2	6-10	Level two candidates are likely to demonstrate a basic awareness of situationalism and the principle of <i>agape</i> and of the general aim of the theory to avoid absolute, rule based ethics. There may be some reference to scholars, although these are likely to be undeveloped.
Level 3	11-15	Candidates are likely to include a similar range of ideas as the level four candidate, but are likely to focus on the notion of <i>agape</i> and situationalism with less contextualising within the social background. Use of scholars may be limited to Fletcher and Robinson.
Level 4	16-21	Candidates may consider the nature of the theory as a way of solving moral dilemmas situationally, individually and circumstantially; rejection of absolute rules and commands; focus on <i>agape</i> and principles such as relativism, positivism and personalism; its emergence within its social and cultural context. Scholarship may include Fletcher, Robinson, Tillich and Bonhoeffer.

Question Number		Indicative content
3 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level, candidates are likely to miss the invitation to discuss situation ethics in relation to religion and morality and offer a limited critique of situation ethics. Alternatively, they may read the question as an invitation to criticise the link between morality and religion in more general terms without reference to situation ethics.
Level 2	3-4	Level two candidates are likely to focus on criticisms of situation ethics in general, and will make fewer connections with the wider relationship between religion and morality. Simple arguments for and against situation ethics as an ethical theory are likely to predominate, with some consideration of the impact of the theory on traditional religious morality.
Level 3	5-6	Candidates may make some reference to the intention of situation ethics to bring Christian morality up to date and to make links with the spirit of Jesus' discourse with the Pharisees. Attempts to evaluate whether this is a genuine religious ethic will be less developed, however, and may include more case study material than scholarship. Some links may be made with related issues within the study of the relationship between religion and morality.
Level 4	7-9	Candidates will show a clear understanding of the arguments raised by the question, drawing on knowledge and understanding of the religious background to situation ethics in its time, and also its foundations as a genuinely Christian ethic in the ministry of Jesus. They will be able to evaluate whether the attempt to make religious ethics compatible with late 20 <sup>th</sup> century thinking was successful, or whether situation ethics is so intrinsically opposed to the ethos of divine command ethics as to be incompatible with religious morality. Use of scholarship may include Barclay's extensive criticism of the approach. Level four candidates are likely to show some understanding of different approaches to the relationship between religion and morality and make clear links with situation ethics.

Question Number		Indicative content
4(a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, candidates will be likely to identify basic features of Just War and Pacifism by means of simple definitions and some basic knowledge of the principle of Just War. Some reference to religious principles may be made. Answers may be unbalanced in their discussion of both Just War and pacifism.
Level 2	6-10	At this level, candidates are likely to demonstrate a wide knowledge of the principles involved and with a considerable degree of accuracy. A wide range of types of pacifism may be addressed and some examples of perceived Just Wars may be given. Normally candidates cannot proceed to level 3 if they have not referred to both Just War and pacifism.
Level 3	11-15	Candidates at this level will show a good understanding of a range of approaches to Just War and pacifism but are likely to be limited in their ability to examine these in detail or extent. Illustrative examples may lack fluency and the approach may be characteristically formulaic. The balance between discussion of Just War and pacifism is likely to be in favour of one rather than the other.
Level 4	16-21	At this level candidates will be able to deal confidently with a range of issues associated with Just War and pacifism and will have a broad perspective on different motivations for pacifism. They are likely to have a secure knowledge of at least one form of the Just War theory and be able to examine it with reference to examples without falling into narrative. Candidates are likely to demonstrate knowledge of religious and non-religious principles regarding Just War and pacifism. They may make reference to pacifist individuals or organisations without resorting to anecdote. Candidates are likely to demonstrate a good balance in their discussion of both Just War and pacifism.

Question Number		Indicative content
4 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level, candidates are likely to rely on repetition from part (i) and to show little evaluative skill in tackling the problem of compatibility. A simple statement in refutation or support of the claim may be made.
Level 2	3-4	At this level, candidates are likely to make some new points without reliance on repetition from part (i) and to draw a simple conclusion regarding the compatibility of the two principles which shows an attempt at an evaluative response.
Level 3	5-6	At this level, candidates are likely to include little or no repetition from (i) and will attempt to identify more than one way in which the two principles may be considered more or less compatible, using evidence and philosophical thinking.
Level 4	7-9	At this level, candidates are likely to confidently tackle the issue of compatibility without repetition from part (i) and to raise contrasting ideas in a consideration of the dilemma before drawing a conclusion based on their well informed opinion or from the contribution of scholars.



Question Number		Indicative content
4 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, candidates may identify only one way of resolving disputes in sexual ethics, or may struggle to do little more than present two different opinions on sexual ethical issues.
Level 2	6-10	Candidates are likely to offer a simple explanation of two ways in which different dilemmas in sexual ethics may be resolved, but are unlikely to be able to present a clear line of reasoning as to the rationale behind these ways. Some candidates will be likely to offer two different opinions on sexual ethics rather than ways of resolving those dilemmas.
Level 3	11-15	Candidates are likely to show a clear awareness of two distinct ways in which differences of opinion regarding sexual ethics may be resolved, although the line of reasoning employed may not be well developed. Candidates may rely on some use of case studies rather than purely theoretical approaches to this question, but at this level candidates will be able to present a clear case for the reasons behind the different approaches.
Level 4	16-21	At this level candidates are likely to choose two distinct ways in which dilemmas in sexual ethics may be resolved, and show a clear understanding of the reasons why, and ways in which, issues of sexual ethics may lead to differences of opinion. Candidates will be able to explain clearly why the chosen ways provide a means of resolving disputes rather than simply outlining the chosen ways. A range of ways may be identified to answer this question, for example, religious teaching, ethical theory, or experience drawn from applied ethical situations.

Question Number		Indicative content
4 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates at this level will show little understanding of the implications of the question although they may offer a basic response to the issue of the role of freedom in sexual ethical decisions.
Level 2	3-4	At this level candidates will find it difficult to extract the implications of the question and substantiate them by way of evaluation. A simple view in support of, or opposed to, the claim is likely to be offered, or simple but undeveloped reasons for and against the claim.
Level 3	5-6	Candidates will demonstrate an understanding of the implications of the question and be able to offer a balanced, though limited conclusion as to whether people should be allowed to exercise freedom in sexual matters, identifying reasons for and against the claim made in the question.
Level 4	7-9	At this level, candidates will demonstrate a clear understanding of the implications of the question and offer a balanced argument taking into account reasons for and against the view that individuals should be permitted autonomy in sexual ethical choices. Candidates are likely to offer a range of reasons in support of and opposed to the view, for example that there are dangers in allowing uncontrolled sexual freedom, religious teaching which aims to control sexual behaviour, compared with issues of the right to choose sexual partners and to engage in legal, or, arguably, illegal, sexual activity without controls. At this level candidates will offer a mature evaluation of these issues.

## Buddhism

Question Number		Indicative content
5 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few details with little attention to the question.
Level 2	6-10	Candidates may display a basic understanding of some religious features prior to the time of the Buddha such as key features of Hinduism but with little material on the historical context. Normally candidates cannot proceed to level 3 unless they have examined both contexts.
Level 3	11-15	Candidates may examine relevant detail across both the religious and historical contexts. Some may refer to selected religious movements and their characteristic beliefs and practices. Candidates may analyse some key features of Veda-based religions such as the shramana movement. Candidates may examine examples of kingship and republic models prior to the time of the Buddha and the historical changes due to population movements from rural life to urban developments.
Level 4	16-21	It is likely candidates may select and adapt their material so as to target their information to the demands of the question. They may explicitly focus on the time prior to the Buddha so that there is not lengthy material applicable to the emergence of early Hinduism. Candidates may focus on significant features in the context of this question so that in an examination of Jainism there may be material relevant to Jain ideas about karma but not an undue emphasis on accounts of Mahavira. Candidates may display a proficient use of technical terms.

Question Number		Indicative content
5 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention a few narrative points such as the Buddha's rejection of sacrifices but with little attention to the demands of the question.
Level 2	3-4	Candidates may create a simple argument whereby they claim that the Buddha rejected all of these background influences but with little evidence of weighing up the evidence.
Level 3	5-6	Candidates may argue that the Buddha reacted against this background with selected use of evidence. They may illustrate his reaction against aspects of Hindu theology and caste system. They may select aspects of his life to argue about the extent of this reaction. They may draw attention to the development of the Sangha as an example of a reaction against the hierarchy of the priests.
Level 4	7-9	It is likely candidates may build up an argument with a clear point of view about the type of reaction against this background. Candidates may consider alternative evidence of coherent links such as beliefs about karma and samsara and different types of reaction. Some candidates may debate examples of complete rejection compared to partial incorporation. By so doing they may come to a well founded and justifiable conclusion.

Question Number		Indicative content
5 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few biographical points with a partial answer.
Level 2	6-10	Candidates may select some key features of the enlightenment and death of the Buddha. The details may be accurate but presented in a basic manner such as narrative detail about his death without evidence of understanding its significant features. Normally candidates cannot proceed to level 3 unless they have examined the enlightenment and his death.
Level 3	11-15	Candidates may provide clear information about the enlightenment and death of the Buddha. They may display an ability to select key features from peripheral aspects. They may structure their material in a coherent manner so that there is a clear understanding of the stages of the enlightenment and of the final words of the Buddha at his death and what they may signify.
Level 4	16-21	It is likely candidates may present a well rounded answer that pays appropriate attention to the demands of the question. Candidates may unpack key terms and concepts associated with both the enlightenment and death of the Buddha and this may include different types of nirvana and issues that relate to the status of the Buddha.

Question Number		Indicative content
5 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two narrative details such as the role of meditation but without showing evidence of understanding its significance.
Level 2	3-4	Candidates may create a simple argument about the figure of the Buddha in a generalised manner. Candidates may show a partial view of why there may be devotion to the Buddha.
Level 3	5-6	Candidates may set out the reasons for their point of view about the significance of the enlightenment. They may relate this to beliefs about the bodhisattva background to Gautama and to the relationships between the Buddha and Dharma and Sangha so that enlightenment is seen in this context. Candidates may deploy their evidence with skill so as to marshal their point of view.
Level 4	7-9	It is likely candidates may build up a coherent argument. They may achieve this by reference to aspects of the life of the Buddha such as encounter with suffering and the correct cultivation of the mind as a means of release from suffering. This may include views about the role of 'self' and 'non-self' in the context and candidates may root these features in the enlightenment stories and in the life of the Buddha. Candidates may construct their interpretation so as to consider the influence of these ideas on on-going Buddhist beliefs and practices.

Question Number		Indicative content
6 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few descriptive details about the Sangha but without adequate attention to the question.
Level 2	6-10	Candidates may select some key features of the Sangha and the Dharma presented in a basic answer concerning their links with the Three Refuges. Normally candidates cannot proceed to level 3 unless they have examined both the Sangha and the Dharma.
Level 3	11-15	Candidates may manage their material so as to select key ideas about the Three Refuges in order to focus on the links with the Sangha and the Dharma. Candidates may show understanding of the significant features of the Refuges and their place within Buddhist belief and practice with appropriate detail on the Sangha and Dharma.
Level 4	16-21	It is likely candidates may present a clear, focused answer to the question. They may analyse distinctive features of the Three Refuges including interpretations of 'refuge'. Candidates may select and adapt their material on Sangha and Dharma so as to formulate a coherent answer in terms of the links between these key themes within Buddhism.

Question Number		Indicative content
6 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may describe some details of life in the Sangha and aspects of the involvement of the laity but with limited attention to the question.
Level 2	3-4	Candidates may clarify some important features of the Sangha such as its role in teaching and preserving the Dharma for the laity.
Level 3	5-6	Candidates may build up an argument to establish the importance of the Sangha for the laity. They may structure their views around clearly identifiable themes such as the status of the Sangha and the rigour of the monastic life. Candidates may indicate the long-established authority of the Sangha and its on-going preservation of the Dharma and practice of distinctively Buddhist types of meditation.
Level 4	7-9	It is likely candidates may build up a coherent response which considers reasons why the Sangha may be significant but also evidence that offers a different perspective such as types of Buddhism in which the Sangha as it figures in Theravada is not so crucial as seen in Pure Land traditions. Candidates may structure their interpretations so as to marshal their evidence in a justifiable evaluation.

Question Number		Indicative content
6 (b)	(i)	(21)
Indicative content		
Level	Mark	
Level 1	1-5	Candidates may present some features of meditation mentioning examples with a basic understanding of their purposes.
Level 2	6-10	Candidates may select some important aspects of the Noble Eightfold Path which may be pertinent to an understanding on the role of meditation. Candidates may present an account of the three aspects of meditation in this Path which displays a basic level of understanding.
Level 3	11-15	It is likely candidates may examine key features of the Noble Eightfold Path with an emphasis on wisdom and morality in order to see the significance of meditation in this context. This may enable candidates to examine the importance of insight, meditation and other aspects of meditation concerned with moral development.
Level 4	16-21	It is likely candidates may present a well rounded examination of the various aspects of this question. They may select and adapt material with regard to specific features of meditation that may be applicable to their place in the Noble Eightfold Path. It is likely there may be a good and effective use of technical terms. Overall candidates at this level are likely to structure a well balanced answer that is fair to the total demands of the question.

Question Number		Indicative content
6 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention a few descriptive features of meditation such as the importance of breathing exercises.
Level 2	3-4	Candidates may create a simple point of view that argues for the essential importance of meditation in the path to freedom from suffering.
Level 3	5-6	Candidates may select and adapt views in order to build up a clear interpretation about the importance of meditation. Candidates may clarify that there may be different purposes according to the different types of meditation being discussed. Some may argue that vipasanna has a more important role than samatha in terms of the links with wisdom that is a hallmark of vipasanna.
Level 4	7-9	It is likely candidates may present an explicit answer to the importance of meditation so that evidence is used to debate different degrees of importance depending on different types of meditation. Some may consider alternatives to the place of meditation such as devotion to bodhisattvas as a key feature in the path to liberation.

## Christianity

Question Number		Indicative content
7 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may make statements about the person and work of Jesus without much reference to specific Reformation teaching.
Level 2	6-10	Candidates may refer to specific teaching of Luther and Calvin such as Luther's imputed righteousness of Christ or Calvin's election of believers through Christ without going into detail.
Level 3	11-15	Candidates may refer in more detail to specific teachings, such as, the importance of Luther's justification by faith and the relationship with Christ for believers; or Calvin's description of the work of Christ as Prophet, Priest and King.
Level 4	16-21	Candidates may offer a full and well-structured account of Reformation teachings such as that for Luther an understanding of the person of Jesus rest upon an understanding of his work of salvation; or that Calvin, after criticism, had to put in the fact that he agreed with the Chalcedon definition in later editions of the Institutes.

Question Number		Indicative content
7 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may refer in general terms to the significance of Jesus for all Christians in all ages.
Level 2	3-4	Candidates may see the different understanding of the significance of Jesus as the cause of the split at the Reformation between Protestant and Catholic Churches.
Level 3	5-6	Candidates may try to show a different significance for Protestants and Catholics separately or the continuing significance for denominations today. Difficulty of ideas of election and also of imputed righteousness may be discussed.
Level 4	7-9	Candidates may develop discussion with reference to scholarly opinion. They may demonstrate clearly the connection between the life and work of Jesus. They may refer to subsequent development and show how far this teaching is still significant today or how far those differences have been blurred by time.



Question Number		Indicative content
7 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may briefly refer to a context such as Nazi Germany or the Southern states of the USA.
Level 2	6-10	Candidates may refer simply to the teaching of those, such as Bonhoeffer or Cone, who wrote in these contexts.
Level 3	11-15	Candidates may make more detailed reference to those such as Bonhoeffer or Cone. They may refer to the fact that Cone thought believers needed to become black ontologically, or to the importance of grace in Bonhoeffer's teaching.
Level 4	16-21	Candidates may express more fluently a link between the context and the people to whom they are referring. They may show a fuller understanding of teachings such as Cone's references to the blackness of Jesus; they may make further reference to others such as Malcolm X or Martin Luther King; or they may refer to Bonhoeffer's teaching on religionless Christianity or Jesus as the man for others.

Question Number		Indicative content
7 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may make a simple comment on the significance of these teachings.
Level 2	3-4	Candidates may raise some of the difficulties inherent in Cone or Bonhoeffer such as whether they have universal significance or are culturally conditioned.
Level 3	5-6	Candidates may include a much wider context of the significance for today and deal with the social changes that these teachings may have produced, such as reference to Barak Obama at the White House. They may begin to weigh up how different teachings about Jesus can be reconciled.
Level 4	7-9	Candidates may raise the issue of whether there can be more than one teaching of the Church about the life and work of Jesus and how, if there is, it may affect credibility. They may discuss the question of the significance of salvation today. Candidates may develop a coherent argument with reference to scholarly opinion.

Question Number		Indicative content
8 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may deal in a simple manner with beliefs about what is meant by God.
Level 2	6-10	Candidates may consider what it means for God to be personal and how it is possible for humans to be in relationship with him. They may use passages of scripture to deal with the question of God as creator.
Level 3	11-15	Candidates may offer a clearer awareness of the difficulties of the attribution of personal to God, including problems of the word <i>person</i> itself in regard to God. They may refer to Buber. They may refer to the problems of beliefs in God as creator in a scientific world. They may include the idea of humanity being created in the image of God or <i>creatio ex nihilo</i> .
Level 4	16-21	Candidates may develop issues such as the immutability of God and how this relates to the requirement for love to be willing to change, whether the act of creation is itself a change, and whether creation can be seen as good. They may raise the question of whether God can be male or female. They may deal more thoroughly with Buber, with the <i>imago dei</i> , or with God's authority over the world.

Question Number		Indicative content
8(a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may make simple comments on the issue of religion versus science
Level 2	3-4	Candidates may show a more detailed response which may refer to the particular problems raised by scientific accounts of the beginning of the universe or the difficulties of attributing personality to God.
Level 3	5-6	Candidates may consider the issues raised by natural evil and genetic malfunction in relation to a beneficent creator and a personal God; they may well introduce some modern issues of genetic engineering or medical research. They may refer to the Trinitarian concept that the Creator God is also the Redeemer.
Level 4	7-9	Candidates may consider these challenges in greater depth with reference to specific scholarly/Church opinion and construct a coherent argument that may conclude that it is extremely difficult for a Christian today to continue to believe in God as personal and Creator, or come to an opposite conclusion.

Question Number		Indicative content
<b>8 (b)</b>	<b>(i)</b>	<b>(21)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may make simple comments about aspects of Christian worship
<b>Level 2</b>	6-10	Candidates may choose the two sacraments of baptism and Eucharist or two separate aspects of one sacrament.
<b>Level 3</b>	11-15	Candidates may deal in more detail with one or both of the two sacraments and refer to believers and infant baptism or anamnesis and the real presence in the Eucharist. They may prefer to articulate aspects more widely than just the two sacraments and look at issues such as immanence and transcendence.
<b>Level 4</b>	16-21	Candidates may develop these chosen aspects with reference to scholarly/Church views and show the wider significance for the Church community as a whole as well as the significance for the individual. They may raise the question of whether the sacraments are declaratory or efficacious.

Question Number		Indicative content
<b>8(b)</b>	<b>(ii)</b>	<b>(9)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may make a simple comment relating practice to belief.
<b>Level 2</b>	3-4	Candidates may comment on the fact that those Churches who believe faith comes before grace practise believer's baptism while those Churches who believe that grace precedes faith practise infant baptism as well as adult baptism.
<b>Level 3</b>	5-6	Candidates may give a number of examples of where practice reflects belief but they may also give some examples that seem to contradict this, such as a Church believing that life begins at conception but not offering funerals for miscarriages, and begin to weigh up this argument in one way or another.
<b>Level 4</b>	7-9	Candidates may develop the issues chosen with reference to specific scholarly/Church opinion and construct a coherent argument that may conclude that indeed practices do demonstrate beliefs in certain circumstances or at all times or indeed not at all; for some Churches or for all.

## Hinduism

Question Number		Indicative content
9 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few features of the Indus Valley culture in a partial answer.
Level 2	6-10	Candidates may select some features of the Indus Valley culture such as beliefs about gods and nature. Normally candidates cannot proceed to level 3 unless they have examined the Indus Valley culture and Aryan influences .
Level 3	11-15	Candidates may select and adapt features of both the Indus Valley culture and Aryan influences. Candidates may show an understanding of difficulties of the evidence and examine ideas about possible interpretations of buildings as temples and rituals and symbols. Candidates may examine beliefs associated with duty and order on social and moral topics and possible links with caste.
Level 4	16-21	It is likely candidates may manage their material in order to examine significant features of both the Indus Valley culture and Aryan influences. Candidates may analyse some of the problems associated with the evidence and its interpretation alongside problems of translating inscriptions. Candidates may discriminate in their examination of this period by attention to the more significant features. Some may examine key beliefs about gods and their various links with nature and rituals. Some attention may be given to the early stages of belief related to caste.

Question Number		Indicative content
9 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two possible influences but in a generalised form.
Level 2	3-4	Candidates may select some key features applicable to possible influences such as sacrificial rites and types of social order.
Level 3	5-6	Candidates may create an argument noting significant problems of interpretation of evidence. Candidates may consider the role of priests and worship in the home and temples. They may substantiate their views by considering some evidence of possible influence during the early stages of Hinduism such as the links between correct ritual and purity.
Level 4	7-9	It is likely candidates may debate varying types of influence such as differences about the status of certain deities from one period to another. Significant attention may be paid to Shiva and Rudra. Candidates may debate views about life after death and themes of cosmic and moral order. Candidates may present well-deployed evidence even though they debate complex problems about its interpretation.

Question Number		Indicative content
9 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few features of Vedic religion in a generalised form.
Level 2	6-10	Candidates may select some key features of Vedic beliefs showing a basic understanding. Candidates may illustrate beliefs about various deities with reference to particular examples such as Vishnu, Rudra and Varuna. Some may investigate Vedic ideas about the natural world and the role of gods as seen in sacrifices.
Level 3	11-15	Candidates may select and adapt material related to both Vedic beliefs and practices. Candidates may examine ideas about cycle of life and death and reincarnation together with beliefs about liberation. Candidates may examine the practice of caste and its role during this period.
Level 4	16-21	It is likely candidates may present a well-rounded examination of a range of relevant material. Given the scope of available content candidates may select some specific examples such as views from creation stories with implications about the natural world. Candidates may select some key beliefs from Upanishadic literature. Candidates may examine the beliefs behind sacrificial ritual in terms of the preservation of order and life.

Question Number		Indicative content
9 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention a few instances of influence such as caste with a limited understanding of the question.
Level 2	3-4	Candidates may select some key features and argue for their subsequent influence, although this may be achieved in a basic manner. This may include a debate about the different beliefs about gods in different periods of Hinduism such as examples of henotheism including beliefs about Varuna.
Level 3	5-6	Candidates may select and adapt material in order to consider the importance of some of these features. Candidates may debate various beliefs about the 'soul' and the impact of these beliefs at different periods in Hinduism. Candidates may debate this theme in relation to different beliefs about liberation.
Level 4	7-9	It is likely candidates may manage their information in order to build up an informed debate about the importance of some of these features. Candidates may select certain case studies to build up their point of view. Some may select dharma and consider its roots in Vedic ideas about rta including ideas about orderliness in the cosmos and in moral laws. Candidates may develop these ideas with reference to ideas about karma and reincarnation.

Question Number		Indicative content
10 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention one or two features of yoga such as some physical activities but without showing an understanding of their significance.
Level 2	6-10	Candidates are likely to present a basic account of one or two types of yoga. Normally candidates cannot proceed to level 3 unless they have examined two types of yoga.
Level 3	11-15	Candidates may show an understanding of two types of yoga with knowledge of their key teachings and practices with a proficient use of terms. Candidates may examine bhakti and its features in the Gita and other types of yoga such as the correct performance of one's dharma.
Level 4	16-21	It is likely candidates may examine the distinctive features of two types of yoga in a systematic and explicit manner. Candidates may examine the context of the type of yoga under examination such as the significance of the Gita for bhakti yoga. Candidates may discriminate across their material so as to identify the more important features. Candidates may draw out the significance of some key beliefs such as relationship with God and liberation.

Question Number		Indicative content
10 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two benefits of yoga, such as physical control, but with limited attention to the question.
Level 2	3-4	Candidates may consider one or two purposes in a basic manner such as self-realisation and self control.
Level 3	5-6	Candidates may select and present their material to highlight two purposes of yoga. Candidates may comment on some Hindu beliefs about God and the soul and implications for some purposes of yoga. Candidates may explore beliefs about self-liberation and moksha with exemplar material from specific types of yoga in order to focus on distinctive purposes.
Level 4	7-9	It is likely candidates may manage their material in a competent manner in order to present a full answer to the question. Candidates may shape their answer around themes such as the relationship between belief and practice including beliefs about liberation from karma and samsara. Candidates may assess the contributions of various gurus and teachers.

Question Number		Indicative content
<b>10 (b)</b>	<b>(i)</b>	<b>(21)</b>
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few features of one or two of these figures but with little attention to the wording of the question.
Level 2	6-10	Candidates may present some features of both Krishna and Rama at a basic level including narrative and descriptive material. Normally candidates cannot proceed to level 3 unless they have examined both figures.
Level 3	11-15	Candidates may select material appropriate to an examination of the beliefs and practices of Krishna and Rama. Candidates select key material to highlight significant aspects of these figures such as the role of love in stories about Krishna and dharma with Rama. Candidates may refer to Divali and also the bhakti movement.
Level 4	16-21	It is likely candidates may manage their material in order to construct a coherent examination of the beliefs and practices associated with Krishna and Rama. Candidates may provide a context to their examination such as an understanding of the avatar tradition. Candidates may locate their analysis in selected sources such as parts of the Gita. Candidates may examine beliefs associated with asceticism and dharmic duty. Candidates may explore ideas associated with beliefs about marriage and kingship.

Question Number		Indicative content
<b>10(b)</b>	<b>(ii)</b>	<b>(9)</b>
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention a few points about Krishna at a simple level.
Level 2	3-4	Candidates may present some ideas about Krishna and may mention some points about ISKCON.
Level 3	5-6	Candidates may select and adapt material in order to highlight the significance of Krishna. They may draw on a range of relevant data including beliefs and practices associated with bhakti. Candidates may illustrate a variety of ways in which the theme of love is developed across Hindu traditions.
Level 4	7-9	It is likely candidates may present a clear evaluation of the significant contributions associated with Krishna on the development of Hinduism. Candidates may consider the bhakti movement in relation to the caste and gender issues. Candidates may comment on the alternative views against this type of tradition, noting a range of interpretations of the Gita.

## Islam

Question Number		Indicative content
11 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few isolated features about pre-Islamic Arabia.
Level 2	6-10	Candidates may present a basic understanding about a few features of the religious context. This may include reference to polytheism and animism and jinns. There may be some attention to aspects of Christianity and Judaism. Normally candidates cannot proceed to level 3 unless they have examined three features.
Level 3	11-15	Candidates may adapt and select material to illustrate three features of the religious environment. They may select key features of Zoroastrianism, Judaism and Christianity that are pertinent to this topic. Candidates may examine monotheistic traditions, prophecy and beliefs about salvation amongst a range of possible topics.
Level 4	16-21	It is likely candidates may manage their material in order to construct a well planned and explicit answer to the question. Candidates may examine key beliefs of Zoroastrianism such as judgement and life after death. Some may analyse distinctive features of Jewish beliefs about monotheism and Jesus' prophetic teaching. Candidates may clarify key terms and expressions.

Question Number		Indicative content
11 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention some differences with Muhammad compared to his background with little understanding of the question.
Level 2	3-4	Candidates may present some narrative material about Muhammad with incidental reference to the thrust of the question.
Level 3	5-6	Candidates may select views to highlight why Muhammad rejected these religious features such as nature worship and polytheism. Candidates may consider the distinctive features of his monotheism coupled with revelation.
Level 4	7-9	It is likely candidates may manage their material to present a well rounded answer concerning the extent to which he may have rejected these religious features. Candidates may consider the significance of the expression 'age of ignorance'. It is likely candidates may explicitly address the question concerning the extent to which Muhammad may have rejected the religious environment. Candidates may debate some aspects of refinement rather than rejection. Candidates may consider these topics thematically such as views about prophecy and revelation.



Question Number		Indicative content
<b>11 (b)</b>	<b>(i)</b>	<b>(21)</b>
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few biographical aspects of Muhammad's life with scant attention to the question.
Level 2	6-10	Candidates may present basic information about the contrasts between Muhammad's life in Makkah and Madinah with particular attention to the hijrah. Normally candidates cannot proceed to level 3 unless they have examined both periods.
Level 3	11-15	Candidates may adapt and select material to focus on differences. Candidates may highlight differences related to revelation and political influence. Candidates may highlight differences related to the authority of Muhammad from a persecuted prophet to a theocratic leader.
Level 4	16-21	It is likely candidates may manage their material so as to build up a well structured and explicit answer. Candidates may examine distinctive features of revelation and the prophetic call. Candidates may pay particular attention to theocracy. Candidates may display a sound knowledge across the span of the question with proficient use of key terms. It is likely candidates may examine the significance of parts of the Qur'an to illustrate these contrasts.

Question Number		Indicative content
<b>11 (b)</b>	<b>(ii)</b>	<b>(9)</b>
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two links of a descriptive nature.
Level 2	3-4	Candidates may present some basic views about prophecy linking these two periods including Muhammad as prophet.
Level 3	5-6	Candidates may select views concerning links such as teachings about Allah and monotheism coupled with revelation. Candidates may consider the status of the Qur'an as indicative of the links between Makkah and Madinah.
Level 4	7-9	It is likely that candidates may manage material to comment on links. This may include reference to the status of Muhammad in relation to the ummah. Candidates may illustrate these links with reference to specific incidents and events. Candidates may discuss the significance of Muhammad's return to Makkah in terms of substantive links with Madinah.

Question Number		Indicative content
12 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few isolated features of some of the six beliefs without evidence of understanding the information.
Level 2	6-10	Candidates may present a few of the key features but at a basic descriptive level. Normally candidates cannot proceed to level 3 unless they have examined three beliefs.
Level 3	11-15	Candidates may select material in order to highlight key features of the three beliefs selected. The material may be balanced across the three exemplars and show powers of discrimination in adapting the material.
Level 4	16-21	It is likely candidates may manage their material in such a way that they show an understanding of the context of the selected beliefs with a clear knowledge of their distinctive emphases. The answers may be well constructed with a proficient use of key terms and expressions.

Question Number		Indicative content
12 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two points about the importance of these beliefs without a clear focus on the question.
Level 2	3-4	Candidates may present some basic interpretations about the importance of these selected beliefs at a simple level. They may comment on the status of the Qur'an across Muslim beliefs and practice in a generalised manner. Normally candidates cannot proceed to level 3 unless they have commented on two of these beliefs.
Level 3	5-6	Candidates may select their views in order to build up a clear evaluation of the significance of the material. Candidates may, if they have selected Allah, argue the case for the importance of terms such as tawhid. They may select some of the names of Allah for special comment.
Level 4	7-9	It is likely candidates may comment on the view that some of these beliefs may be more pivotal than others for Muslim belief. Candidates may comment on features of the Qur'an in terms of their significance such as beliefs about messengers and the final prophet. Those who may have selected akhirah may debate ideas related to free will coupled with ideas about 'predestination'.

Question Number		Indicative content
12 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention one or two ideas associated with 'islam' with little focus on the question.
Level 2	6-10	Candidates may present a basic account of some key ideas associated with 'islam' and 'ummah'. Candidates may refer to some descriptive material from the five pillars in order to illustrate their ideas. Normally candidates cannot proceed to level 3 unless they have examined both terms.
Level 3	11-15	Candidates may select some key ideas related to the two terms and they may adapt relevant material from some of the pillars to substantiate their investigations. They may elaborate key notions of 'islam' with reference to salat. They may emphasise the significance of inner purity of heart and soul and the purposes of prostration.
Level 4	16-21	It is likely candidates may manage their material in order to analyse the key beliefs associated with 'islam' and 'ummah'. They may select key themes linked to hajj associated with 'ummah'. Any narrative material may be selected and adapted in order to focus on its relevance to the question. Candidates may build up a coherent and balanced answer.

Question Number		Indicative content
12 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention some key features of one or two pillars with little adaption to the issue of 'purposes'.
Level 2	3-4	Candidates may present some basic material about the importance of two pillars. The material may be correct but presented at a simple level of interpretation.
Level 3	5-6	Candidates may select some key views related to the purposes of two pillars. Candidates may comment on beliefs about Allah associated with sawm and how these may impact on purposes. These may include reference to the first revelation of the Qur'an and the view that obedience during sawn assists with guidance.
Level 4	7-9	It is likely candidates may manage their material in order to draw up a coherent and explicit answer. Candidates may create a balanced answer across the two pillars. Candidates may comment on selected attributes of Allah in relation to zakah in terms of creation as a gift from God. Candidates may comment on the material and spiritual benefits including an emphasis on the value of ummah.

## Judaism

Question Number		Indicative content
13 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention some narrative information about Judah Halevi with little focus on the question.
Level 2	6-10	Candidates may present some background material at a basic level such as the Muslim context in Spain and some information about his travels. Normally candidates cannot proceed to level 3 unless they have examined both contexts and his key teachings.
Level 3	11-15	Candidates may select material in order to focus on the historical and religious context. Candidates may outline the diaspora and Halevi's encounter with several Jewish communities, spanning Muslim and Greek philosophical traditions.
Level 4	16-21	It is likely candidates may outline Halevi's reaction to Greek philosophy and rabbinic Judaism. Candidates may stress the importance of the Torah and the supremacy of Judaism over and against Islam and Greek philosophy. Candidates may analyse some of his key teachings and the ways he handled perceived threats to Judaism. Candidates may highlight the importance of Torah and the links between revelation and reason as seen in kalam traditions.

Question Number		Indicative content
13 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention a key feature of Halevi's contribution such as the importance given to religious experience but with little understanding of the question.
Level 2	3-4	Candidates may present some important features of Halevi's contribution such as his influence on Rabbinic thought but at but at a basic level.
Level 3	5-6	Candidates may select some contributions of Halevi such as via his poetry and piyyutyim including his Songs of Zion. This may include views on the diaspora and the importance of the relationship between the people of Israel and God.
Level 4	7-9	It is likely candidates may manage their material so as to indicate the range of his distinctive contributions. This may refer to the importance of the coming of the Messiah and the role of Israel. Candidates may draw on his philosophical contributions including his critique of Greek philosophy. Candidates may present a sustained critical analysis focusing on the question, drawing on technical vocabulary.

Question Number		Indicative content
<b>13 (b)</b>	<b>(i)</b>	<b>(21)</b>
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention one or two features associated with the teaching of Maimonides but with no attention to his context.
Level 2	6-10	Candidates may present basic material on the religious context of Maimonides and may exemplify this with reference to biographical material. There may be limited attention to a few key teachings at a simple level. Normally candidates cannot proceed to level 3 unless they have outlined both contexts and examined the key teachings.
Level 3	11-15	Candidates may select key material relevant to the historical and religious context of Maimonides. Candidates may refer to the status of scriptures and selected key Jewish beliefs and rabbinic Judaism. Candidates may draw attention to some key features of the diaspora and Christian and Islamic influences. Candidates may focus on selected beliefs such as the relationship between God and humanity, revelation, punishment and reward and resurrection.
Level 4	16-21	It is likely candidates may manage their material to present a full answer to the question. Candidates may outline the range of influences on him. They may examine his teachings about God and revelation, attributes of God and links between Greek philosophy and Jewish scriptures. Candidates may display their powers of discrimination so that they highlight more important issues and they may highlight seminal points such as the codification of the 13 Principles.

Question Number		Indicative content
<b>13 (b)</b>	<b>(ii)</b>	<b>(9)</b>
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two points about the importance of Maimonides but with little coherent focus on the question.
Level 2	3-4	Candidates may present some basic material on the importance of Maimonides such as his interpretation of Jewish beliefs and scripture.
Level 3	5-6	Candidates may select some key views on the importance of Maimonides. Candidates may make effective use of some of his sources and build up a case about his fundamental importance. Candidates may stress the centrality of his distinctive theological beliefs and of the place of the chosen people.
Level 4	7-9	It is likely candidates may manage their material in order to create a coherent evaluative answer. Candidates may comment on his fusion of philosophy and scripture and on his distinctive interpretation of scripture. Candidates may consider alternative views to Maimonides in order to place his stance in perspective.

Question Number		Indicative content
14 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few features of Orthodox Judaism with little attention to the question.
Level 2	6-10	Candidates may present basic information about some practices such as ritual and the Torah, key features of Sabbath and simple ideas about dietary laws.
Level 3	11-15	Candidates may select some key features of distinctive practices such as rites of passage, types of festivals and worship. The range of material may include an examination of the links between Jewish identity and its preservation.
Level 4	16-21	It is likely candidates may manage their material so as to provide a consistent focus on the question. Candidates may examine distinctive practices and place these in the context of views about authority and beliefs about scripture. Candidates may show powers of discrimination so they highlight key distinctive practices. Candidates may refer to influential thinkers with an ability to explain distinctive features.

Question Number		Indicative content
14 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may mention a few features about Orthodox practices with little focus on the question.
Level 2	3-4	Candidates may present a few basic ideas about the relationship between beliefs and practices. This may include comments on the views about the importance of the chosen people and links with related themes in some Jewish festivals.
Level 3	5-6	Candidates may select some key views about the significance of Jewish teachings for an understanding of practices. Candidates may comment on the significance of the selection of scriptures used compared to other traditions. Candidates may debate the links between belief and rites of passage in order to focus on the question.
Level 4	7-9	It is likely candidates may manage their material in order to build up an interpretation about the relationship between belief and practice in Orthodox Judaism. Some candidates may approach this thematically and consider gender issues and issues related to Jewish identity to focus on the question.

Question Number		Indicative content
<b>14 (b)</b>	<b>(i)</b>	<b>(21)</b>
<b>Indicative content</b>		
Level	Mark	AO1
Level 1	1-5	Candidates may mention a few ideas about Reform Judaism with little focus on the question.
Level 2	6-10	Candidates may present some basic material about key beliefs of Reform Judaism. Candidates may refer to distinctive ideas about the place of revelation. Candidates may examine the interpretation of scripture.
Level 3	11-15	Candidates may select some key beliefs of Reform and these may be related to ideas about authority and its bearing on the status of scripture. Candidates may examine beliefs associated with the chosen people of God and notions of development and assimilation.
Level 4	16-21	It is likely candidates may examine a range of beliefs that are distinctive to Reform Judaism. This may include material on Jewish identity, relationships with Gentile cultures and interfaith issues. Candidates may refer to seminal Reform thinkers with their distinctive contributions.

Question Number		Indicative content
<b>14 (b)</b>	<b>(ii)</b>	<b>(9)</b>
<b>Indicative content</b>		
Level	Mark	AO2
Level 1	1-2	Candidates may mention one or two features of Reform Judaism with little focus on the question.
Level 2	3-4	Candidates may present a basic account of belief and practice in Reform such as the role of women.
Level 3	5-6	Candidates may select some key features of the relationship between belief and practice. Candidates may comment on a range of types of worship and customs with an attempt to link them to belief such as the value of assimilation and modernity.
Level 4	7-9	It is likely candidates may manage their material to draw up a coherent interpretation of the relationship between Reform belief and practice. Candidates may comment on diversity in views and practice and the importance of context and nationality and influence on Reform Judaism. Candidates may debate the impact of Reform views on the 'chosen people' and authority and the ways these impact on Jewish customs and practices.

## Sikhism

Question Number		Indicative content
15 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may select a few ideas such as a basic account of one teaching such as one God for people of different religions, in a context of inter-religious tension.
Level 2	6-10	Candidates may identify some key ideas such as the importance of a worldly, householder life and an inclusive approach to different faith traditions in the context of a contrast with existing religious traditions which celebrated asceticism and particular interpretations that increased inter-religious tension.
Level 3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine aspects of the religious context such as declining Buddhism, rising Islam and resurgent Hinduism. Analysis at this level is likely to include detailed accounts of particular teachings such as the rejection of asceticism, an inclusive approach to different faith traditions and the rejection of belief in gods and goddesses.
Level 4	16-21	Candidates are likely to show evidence of using material according to the demands of the question across the main ideas of both the teachings and the religious context. They may develop the content from Level 3, including an understanding of the significance of key ideas, using scholarly contributions with a proficient use of terms.

Question Number		Indicative content
15 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may typically affirm that Guru Nanak is the founder of Sikhism.
Level 2	3-4	Candidates are likely to show some understanding, with examples, of how the spiritual experiences of Guru Nanak were recorded by him, leading to an affirmative view of his importance in founding Sikhism.
Level 3	5-6	Candidates may typically give examples which show an understanding of how the spiritual experiences of the Guru, recorded in his hymns, and recorded in sources such as the Janam Sakhis, provide the basis for Sikh beliefs and practices today. They may contrast the significance of his experiences with those of other Gurus or other figures.
Level 4	7-9	Candidates may typically contextualise their answer in some discussion about sources (of practice) within Sikhism. Apart from the spiritual experience of Guru Nanak, there are the experiences of the other Gurus. A whole other category is the experience of the Khalsa community since then, including those of the Sikh dispersion. Providing detailed examples about the sources of practice, such as the continuing importance of the Mool Mantar and Japji Sahib, will help students to reach a reasoned conclusion about the issue raised in the task.



Question Number		Indicative content
15 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates will typically refer descriptively to isolated examples of the importance of the Guru Granth Sahib such as its status in diwan with little attempt to distinguish the issues of role, importance and authority.
Level 2	6-10	Candidates are likely to adopt a more general approach to the task by examining the status of the Guru Granth Sahib as the living Guru. They may examine the implications of this for diwan, for processions and for akhand paths, with little attempt to distinguish the issues of role, importance and authority. Normally candidates cannot proceed to level 3 without examining role, importance and authority.
Level 3	11-15	Candidates will typically show detailed and relevant knowledge of at least one major role such as the necessity of the presence of the Guru Granth Sahib for naming, marriage and amrit ceremonies. They may link this to specific hymns that are read, or readings that are taken and to the authority of the Guru Granth Sahib as the living Guru. They may begin to examine the process by which the Guru Granth Sahib achieved the importance and authority it has today.
Level 4	16-21	Candidates are likely to choose a limited number of significant factors, such as the process of compilation of the Adi Granth and its recognition as the living Guru for Sikhs in explaining its importance and authority. This may examine the specific decisions made by Guru Gobind Singh and explain how its role, importance and authority are expressed in the Rahit Maryada. Candidates are likely to be able to link these three dimensions through discussion of at least one particular example, e.g. a rite of passage or its role and the symbolism of its role in diwan.

Question Number		Indicative content
15 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a basic argument with reference to his importance as the final human Guru.
Level 2	3-4	Candidates may clarify a basic argument with reference to his role as the final human Guru and draw out some of the distinctive contributions such as the succession of the Guru Granth Sahib and the Khalsa.
Level 3	5-6	Candidates may focus on the evaluative part of the question, showing an understanding of the importance of the Guru as the final Guru of the religion against the idea that many of the features of Sikhism as a religion today owe much to his predecessors. Candidates may comment on various weaknesses such as problems with the authenticity of the Dasam Granth and its interpretation.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Candidates may develop the arguments mentioned at Level 3, showing sustained reasoning and drawing on scholarly debates that assess the contributions of his successors and which raise the issue of the influence of his thought or example underlying alleged innovation by his successors.

Question Number		Indicative content
16 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates are likely to describe isolated examples of Sikh practice, such as reciting the guru mantar and practice of reading Nit Nem, with little or no recognition of them as means to draw closer to God.
Level 2	6-10	Candidates are likely to refer to union with God as the goal of the Sikh way of life, and describe some examples of practice, such as nam simran and Nit Nem, and other forms of devotion, as the means of achieving it. They may begin to identify a range of meanings of nam simran, involving the use of the Mool Mantar in addition to the guru mantar. Normally candidates cannot proceed to level 3 without examining nam simran and devotion.
Level 3	11-15	Candidates are likely to give a wide ranging definition of devotion drawing in communal as well as individual elements. They may talk about diwan and kirtan in addition to different types of nam simran and the practice of Nit Nem.
Level 4	16-21	Candidates are likely to show a clear understanding of the purposes of devotion relating it to the concept of mukti, as union with God, and its centrality in Sikh teaching. They may contrast the jivan mukti of Sikh thought with the mukti of Buddhism and Hinduism, in which devotion is not the means to an end but the way of living itself.

Question Number		Indicative content
16 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates are likely to offer a simple reason or example for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view.
Level 2	3-4	Candidates are likely to offer a descriptive account of 'mantra' and a definition of Sikh worship and will typically assert, with suitable examples, that Sikhism is based on devotion to God/meditation, without consideration of whether this, by itself, can result in mukti. They will neglect to balance the practice of mantras with other forms of devotion, such as kirtan and also neglect the role of other forms of achieving good karma and also the decisive importance of grace in the achievement of mukti.
Level 3	5-6	Candidates may typically consider that devotion is the best way of achieving good karma after comparing other methods of creating good karma and may provide scriptural evidence to support their argument. Answers may focus on the importance of meditating on the Name and kirtan as means of earning spiritual merit. They are likely to conflate the earning of merit with mukti. However, they may balance the importance of the repetition of mantras with other forms of devotion, especially kirtan, and also consider the view that following the teachings of hymns is more significant than their recital.
Level 4	7-9	Candidates are likely to set their discussion in the context of general Sikh repudiation of correct ritual observance as spiritual means of achieving mukti, and affirm the predominant Sikh attitude, with examples, that mukti is achieved by grace and that this leaves the whole issue in the power of God, rather than people, concluding that worship is about pleasing God and mantras have a limited role in this. They are likely to support their reasoned opinion with relevant examples or quotations. They may compare mantras to devotion, and devotion to some of the other principles/rules for living observed by Sikhs, such as honest work and charitable giving. They may refer to the ideas that goodness in Sikhism relates to the development of virtue as the basis for ethics rather than the calculation of meritorious actions, as a virtuous or godly personality is better able to accept the grace of God.

Question Number		Indicative content
16 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates are likely to offer isolated examples of Khalsa norms such as wearing the 5 Ks and avoiding the kurahits.
Level 2	6-10	Candidates are likely to show their understanding of the norms by reference to examples of Sikh practice such as the five Ks and they may make general points about the importance of this ideal as embodying Sikh thinking on life, including the importance of family life and miri-piri.
Level 3	11-15	Candidates are likely to show understanding of the concept by reference to the Rahit Maryada and may elaborate specific elements of the code of conduct such as the daily prayers, the five Ks, the kurahits and rites of passage.
Level 4	16-21	Candidates are likely to give a clear exposition of the concept of the Khalsa as the form of the Guru, observing that in that capacity they have promulgated the Rahit Maryada in order to unify practice and provide simple guidelines that embody a good Sikh life. Candidates may elaborate specific elements including principles relating to employment, marriage, social service (daswandh and sewa) and dispute resolution in relation to the guidelines.

Question Number		Indicative content
16 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates are likely to define the Rahit Maryada and describe two or three important prescriptions.
Level 2	3-4	Candidates are likely to describe particular articles in detail, for instance, article 1 on the definition of a Sikh. They may begin to assess the relevance of the document, but will probably relate this to the issue of the age of the document.
Level 3	5-6	Candidates are likely to connect the acceptance of the Rahit Maryada to receiving amrit in the pahul ceremony, observing that members of the Khalsa are bound by the Rahit Maryada. Candidates may provide accurate examples of several prohibitions as well as several obligations before assessing its necessity for the Khalsa. Their criteria for assessment may include the age of the document, the need for re-drafting terms in a modern idiom, specific revisions and the contentious process of its compilation.
Level 4	7-9	Candidates are likely to contextualise the Rahit Maryada, noting that it is a document that is formally recognised among the Khalsa but that there have always been dissenters who claim adherence to earlier versions, which are usually said to have been promulgated by Guru Gobind Singh. They are likely to assess the view of some that they follow the Rahit Maryada as a minimum standard to which they add further, older, guidelines and contrast this with the opinion that these older guidelines are the real Rahit Maryada. Candidates may identify a different challenge that emerges from those who believe that practices should be updated, in particular, due to the Sikh dispersion.

## New Testament

Question Number		Indicative content
17 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	For Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings, such as the parable of the Lost Son or Jesus' encounter with Zacchaeus. For the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.
Level 2	6-10	For Luke, candidates are likely to show a basic awareness of issues such as the woman who anointed Jesus, his claim to 'seek and save the lost', illustrated by a simple reference to a parable or block of teaching. For the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus' ministry, but they are likely still to rely on re-telling the textual narrative.
Level 3	11-15	For Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed for attitudes in Jewish society at the time and how Jesus addressed them, using parables and blocks of teaching in a more developed manner. For the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.
Level 4	16-21	At this level, for Luke, candidates are likely to highlight the gospel's key teaching on forgiveness, drawing on a range of ideas and examples, but without relying on narrative. Important issues such as showing the love of God, inclusiveness, making judgments and avoiding generalisations, may be drawn out. The best answers will set material against the background of contemporary Judaism and show an awareness of scholarship. For the Fourth Gospel, the meaning of the sayings will typically be placed firmly in context, including ideas of Jesus as the only way to salvation, OT background and the significance of symbolism.

Question Number		Indicative content
17 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level, for Luke, candidates are likely to offer confessional teaching, but it will typically lack depth and useful comment. For the Fourth Gospel, candidates may discuss the context of the sayings with little or no reference to background or the views of scholars.
Level 2	3-4	At this level, for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider themselves closer to God and are reluctant to forgive supposed sinners. For the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication that he has come to replace Judaism and its promises.
Level 3	5-6	At this level, for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to the Jewish teaching by offering an inclusivist picture of God's nature. For the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy, criticism of the authorities, use of the Old Testament and replacement theology.
Level 4	7-9	At this level, for Luke, candidates may typically highlight differences between Jesus' teaching and that of Judaism at the time and the implications of him standing out against the authorities and accepted teaching. For the Fourth Gospel, candidates may refer to the responses of the authorities who see Jesus' teaching as a challenge to their own authority. They may highlight how Jesus fulfils scripture and prophecy. Views of scholars are likely to be used with confidence.

Question Number		Indicative content
17 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, candidates for both Luke and the Fourth Gospel are likely to rely on a re-telling of the narrative although they may show a basic understanding of the reasons for Jesus performing miracles.
Level 2	6-10	At this level, candidates may typically show a simple awareness of the significance of the miracles and their place in the relevant gospel. They may tackle only one incident, or simply retell the story, but in a little more detailed understanding. Some evidence of an awareness of the background issues and context is likely at this level Normally candidates cannot proceed to level 3 unless they have commented on both miracles.
Level 3	11-15	At this level, candidates are likely to display accurate knowledge and understanding of the miracles within their context in the gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event. The underlying messages of the incidents are likely to be examined, for example, the significance of trust in Jesus in Luke, or the acceptance of Jesus and awareness of his identity for the Fourth Gospel.
Level 4	16-21	At this level, candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus. For the Fourth Gospel, candidates are likely to understand the role of the signs within the context of the whole gospel and have an understanding of the role they play in revealing who Jesus is. Use of scholarship and an awareness of the whole gospel will be typical.

Question Number		Indicative content
17(b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether or why they add little or much to his ministry.
Level 2	3-4	At this level, candidates may typically display a basic evaluation of these miracles, with some simple reference to scholarship, but they are likely still to have failed to draw on the implications of their role in Jesus' ministry.
Level 3	5-6	At this level, candidates may typically show a greater awareness of the role of miracles in Jesus' ministry, perhaps by reference to their Christological nature. They may draw on material from elsewhere in the gospel and some evaluation of the claim is likely to be evident.
Level 4	7-9	At this level, candidates are likely to offer some clear assessment of the role of miracles and their significance in his ministry overall. They may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles are used Christologically in the gospels. Some evaluation of the claim is likely to be evident.

Question Number		Indicative content
18(a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, for both gospels, candidates are likely to re-tell the narratives relating to the incidents, for example, for Luke, a basic account of a Sabbath healing miracle or for the Fourth Gospel, some basic reference to details of these encounters. Errors or confusions in the narrative re-telling may be evident.
Level 2	6-10	At this level, a basic awareness of the significance of the textual narrative may emerge possibly including some awareness of how this teaching/these conversations fit into the context of Judaism at the time. For the Fourth Gospel, candidates may tackle one conversation only, or fail to grasp the meaning of both. Some inaccuracies may be evident.
Level 3	11-15	At this level, for Luke, candidates should typically refer to textual narrative and examples of Sabbath incidents without relying on re-telling. The views of scholars are likely to be evident at this level. For the Fourth Gospel, candidates are likely to show accurate knowledge and understanding of both episodes and to put them in the context of Jesus' wider dealings with women in the gospel.
Level 4	16-21	At this level, for Luke, candidates are likely to highlight important teachings and examples, and to extract something of their implications. For the Fourth Gospel, candidates are likely to show a clear and full understanding of both episodes in the context of the whole gospel and to deal with important issues which arise from them. Some accurate knowledge of the status of women at this time is likely to distinguish candidates at this level.

Question Number		Indicative content
18 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	For both gospels, candidates at this level are likely to offer a simple discussion of the importance of the Sabbath or the role of women but without a clear understanding of its context in the teaching of Jesus. They may rely on unsubstantiated generalisations.
Level 2	3-4	For Luke, candidates are likely to evaluate basic teaching and make some reference to the views of Judaism. For the Fourth Gospel, candidates are likely to attempt a basic evaluation of women's roles in Judaism, but may still make some errors and generalisations.
Level 3	5-6	For Luke, candidates are likely to make some evaluation of Jesus' teaching compared with that of Judaism, highlighting some similarities and differences. For the Fourth Gospel, they are likely to offer a range of viewpoints, drawing on the evidence of the gospel as well as the two named incidents. Some scholarly views are likely to emerge.
Level 4	7-9	At this level, candidates are likely to include an extended evaluation of Jesus' teaching or the conversations, without re-telling of narrative, repetition of material from (i) or generalisation. Some fuller understanding of OT background and Jewish context is likely to be evident.



Question Number		Indicative content
<b>18 (b)</b>	<b>(i)</b>	<b>(21)</b>
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, for both gospels, candidates are likely to rely on a simple re-telling of one or more basic teachings concerning discipleship or the role of the disciples in the gospels.
Level 2	6-10	At this level, for both gospels, candidates are likely to show a greater awareness of issues such as following Jesus, commitment and the dangers of discipleship. They may just tackle one issue, but at greater depth, though some may still rely on re-telling the narrative.
Level 3	11-15	At this level, candidates are likely to provide some specific examples of teaching, such as calling narratives, warnings about persecution, and the disciples' mission to the world. Some understanding of the relationship of this material to the whole gospel may be evident as well as the views of scholars.
Level 4	16-21	At this level, candidates are likely to highlight several issues relating to discipleship, drawing on teaching, episodes and the example of named disciples. Important issues such as witness, new life, the spirit and dependency on Jesus are likely to emerge. There is likely to be little or no re-telling of the textual narrative.

Question Number		Indicative content
<b>18 (b)</b>	<b>(ii)</b>	<b>(9)</b>
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level, it is likely that candidates may make some simple narrative reference to the Twelve in the gospel.
Level 2	3-4	At this level, candidates are likely to show a greater awareness of the example of the Twelve as disciples and of their failures in this role but there may still be simple textual narrative and some misunderstanding of the overall importance of their role.
Level 3	5-6	At this level, candidates are likely to show some understanding of the various roles of the Twelve, their successes and failures. Some reference to scholars is likely to be present.
Level 4	7-9	At this level, candidates are likely to have a greater awareness of the special nature of the Twelve and the way the gospel writers handle the material concerning them. They will typically make a clear attempt to evaluate the relative importance of their role possibly including some reference to how far they represent future disciples, or whether it is wrong to think of them as a defining group.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code US024626 Summer 2010

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH