

Mark Scheme (Results)

January 2012

GCE Religious Studies (6RS01\_01)

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## 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><b>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with mainly random and unorganised detail; imprecisely expressed.</b></p> <p><b>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.</b></p> <p><b>Low Level 1: 1 mark</b><br/>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><br/>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><br/>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   |

|          |   |              |
|----------|---|--------------|
| <p>2</p> | <p><b>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.</b></p> <p><b>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.</b></p> <p><b>Low Level 2: 6 marks</b><br/>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><br/>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><br/>a simple structure in which appropriate information is organised; leading to a clear though basic awareness of the issue raised; expressed clearly</p> | <p>6-10</p>  |
| <p>3</p> | <p><b>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.</b></p> <p><b>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.</b></p> <p><b>Low Level 3: 11 marks</b><br/>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><br/>breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features</p>   | <p>11-15</p> |

|   |  |       |
|---|--|-------|
|   | <p>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><br/>a good range and/or detail of appropriate knowledge; presented in a mainly coherent structure; significant features explained for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately</p>   |       |
| 4 | <p><b>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.</b></p> <p><b>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.</b></p> <p><b>Low Level 4: 16-17 marks</b><br/>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><br/>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><br/>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     | <b>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.</b>   | 1-2   |
| 2     | <b>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.</b> | 3-4   |
| 3     | <b>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.</b>   | 5-6   |
| 4     | <b>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.</b>           | 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  |
| <b>1 (a)</b>              | <b>(i)</b> | <b>(21)</b>   |
| <b>Indicative content</b> |            |   |
| Level                     | Mark       | AO1   |
|                           |            | If candidates answer fewer than three topics they cannot normally proceed beyond level 3. If candidates answer all bullet points, read all the material and credit the best three topics.   |
| <b>Level 1</b>            | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two topics related to the design argument.</li> </ul>   |
| <b>Level 2</b>            | 6-10       | Candidates may identify some relevant information showing a basic awareness of key themes in the design argument. Candidates may give an account of: <ul style="list-style-type: none"> <li>• relevant information about two or three of the topics</li> <li>• accurate detail of some of these key ideas.</li> </ul>   |
| <b>Level 3</b>            | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to these key concepts in the design argument. Candidates may examine: <ul style="list-style-type: none"> <li>• significant ideas related to the three topics</li> <li>• concepts in order to discriminate between points</li> <li>• the role of the selected concepts within the argument.</li> </ul>   |
| <b>Level 4</b>            | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on these fundamental concepts in design argument. Candidates may examine: <ul style="list-style-type: none"> <li>• the relevant context to the selected themes</li> <li>• an analysis of distinctive ideas</li> <li>• the more important ideas to explain the significance of the concepts</li> <li>• scholarly contributions to an understanding of the design argument.</li> </ul> |

|                           |             |   |
|---------------------------|-------------|---|
| Question Number           |             | Indicative content  |
| <b>1 (a)</b>              | <b>(ii)</b> | <b>(9)</b>  |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two views about the strengths and weaknesses of the argument .</li> </ul>   |
| <b>Level 2</b>            | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• basic reasons to support the strength of the argument</li> <li>• simple ideas about the weaknesses of the argument.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to understand the strengths of the argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• some philosophers demonstrate the strengths of the argument</li> <li>• some philosophers provide evidence and reason for its weaknesses</li> <li>• there are distinctive features about the conclusions of the argument.</li> </ul>  |
| <b>Level 4</b>            | 7-9         | <p>Candidates are likely to display explicit evidence focused on the validity of the argument. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• an analysis of the stages within the argument may result in a valid conclusion</li> <li>• evidence from a range of interpretations substantiate the overall validity of a conclusion</li> <li>• there are reasonable alternatives including firm grounds to support the overwhelming weaknesses or strengths of the argument</li> <li>• scholarly debates may confirm the validity of a range of these arguments.</li> </ul> |

| Question Number           |            | Indicative content  |
|---------------------------|------------|---|
| <b>1 (b)</b>              | <b>(i)</b> | (21)  |
| <b>Indicative content</b> |            |   |
| Level                     | Mark       | AO1   |
| <b>Level 1</b>            | 1-5        | <p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two features of the cosmological argument.</li> </ul>  |
| <b>Level 2</b>            | 6-10       | <p>Candidates may identify some relevant information showing a basic awareness of key ideas underpinning the cosmological argument. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• ideas about movement and cause</li> <li>• their importance in this argument.</li> </ul>   |
| <b>Level 3</b>            | 11-15      | <p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to fundamental concepts in the argument. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• a basic account of the principle of sufficient reason</li> <li>• the ways this principle underpins key themes such as movement and change</li> <li>• the implications of this principle within the reasoning of this argument.</li> </ul>  |
| <b>Level 4</b>            | 16-21      | <p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the principle of sufficient reason. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the background to the principle of sufficient reason</li> <li>• the relationship between this principle and key concepts such as infinite regress</li> <li>• a range of interpretations of this principle as in the kalaam version.</li> <li>• scholarly contributions to an understanding of key concepts in the cosmological argument.</li> </ul> |

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|---------------------------|-------------|--|
| Question Number           |             | Indicative content   |
| <b>1 (b)</b>              | <b>(ii)</b> | (9)  |
| <b>Indicative content</b> |             |  |
| Level                     | Mark        | AO2  |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two weaknesses of the cosmological argument. .</li> </ul>  |
| <b>Level 2</b>            | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• some basic strengths</li> <li>• some weaknesses.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons concerning the weaknesses of the cosmological argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the evidence used is open to interpretation</li> <li>• the reasoning in the argument makes unwarranted assumptions</li> <li>• the conclusion is open to debate.</li> </ul>   |
| <b>Level 4</b>            | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the view that this cosmological argument fails as a proof. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• this type of argument leads to ideas about probability rather than proof</li> <li>• there are substantial problems with many parts of the argument such as its premise and interpretation of data</li> <li>• the process of reasoning is illogical</li> <li>• scholarly opinion provides arguments for and against this argument.</li> </ul> |

|                           |            |  |
|---------------------------|------------|--|
| Question Number           |            | Indicative content   |
| <b>2 (a)</b>              | <b>(i)</b> | (21)   |
| <b>Indicative content</b> |            |  |
| Level                     | Mark       | AO1  |
|                           |            | <b>AO1</b> If candidates examine more than one solution read all the material and credit the best one.   |
| <b>Level 1</b>            | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two problems about suffering and a limited account of one solution.</li> </ul>   |
| <b>Level 2</b>            | 6-10       | Candidates may identify some relevant information showing a basic awareness of the problem of suffering and one solution. Candidates may give an account of: <ul style="list-style-type: none"> <li>• a few ideas about the problem of suffering</li> <li>• a simple version of one solution.</li> </ul>   |
| <b>Level 3</b>            | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the nature of the problem of suffering together with one solution. Candidates may examine: <ul style="list-style-type: none"> <li>• significant ideas in the problem of suffering</li> <li>• the key ideas in one solution</li> <li>• the relationship between the problem and the solution.</li> </ul>   |
| <b>Level 4</b>            | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the idea of contradiction within the problem of suffering and essential ideas in one solution. Candidates may examine: <ul style="list-style-type: none"> <li>• the contradictory features in the problem of suffering</li> <li>• key concepts in the nature of these contradictions</li> <li>• a structured analysis of one solution</li> <li>• scholarly contributions.</li> </ul> |

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|---------------------------|-------------|--|
| Question Number           |             | Indicative content   |
| <b>2 (a)</b>              | <b>(ii)</b> | (9)  |
| <b>Indicative content</b> |             |  |
| Level                     | Mark        | AO2  |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two features of solutions to the problem of suffering.</li> </ul>  |
| <b>Level 2</b>            | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• views about the weaknesses of the selected solution</li> <li>• an alternative solution with its strengths.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons regarding weaknesses and the strengths of an alternative. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the selected solution has significant weaknesses</li> <li>• an alternative is a more convincing solution</li> <li>• on balance the alternative is a justifiable solution.</li> </ul>   |
| <b>Level 4</b>            | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on a contrast between the two solutions. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the selected solution has various strengths and weaknesses with reasons to reject it</li> <li>• an alternative has weaknesses but with significant strengths</li> <li>• a contrast between the two solutions results in an acceptance of one being better than the other</li> <li>• these lines of reasoning are supported by scholarly opinion.</li> </ul> |

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|---------------------------|------------|--|
| Question Number           |            | Indicative content   |
| <b>2 (b)</b>              | <b>(i)</b> | (21)   |
| <b>Indicative content</b> |            |  |
| Level                     | Mark       | AO1  |
| <b>Level 1</b>            | 1-5        | <p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two weaknesses of belief in miracles.</li> </ul>  |
| <b>Level 2</b>            | 6-10       | <p>Candidates may identify some relevant information showing a basic awareness of strengths and weaknesses of belief in miracles. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• some strengths of belief in miracles</li> <li>• some weaknesses of belief in miracles.</li> </ul>  |
| <b>Level 3</b>            | 11-15      | <p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to strengths and weaknesses of belief in miracles. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• empirical evidence to support miracles</li> <li>• conflicting claims about belief in miracles</li> <li>• underlying principles such as credulity and testimony.</li> </ul>  |
| <b>Level 4</b>            | 16-21      | <p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the strengths and weaknesses of belief in miracles. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the context of belief in miracles which may influence ideas about strengths and weaknesses</li> <li>• significant reasons for belief in miracles</li> <li>• significant reasons for weaknesses in such belief</li> <li>• scholarly contributions from philosophers such as Hume, Aquinas, Locke, Swinburne and Wiles.</li> </ul> |

|                           |             |   |
|---------------------------|-------------|---|
| Question Number           |             | Indicative content  |
| <b>2 (b)</b>              | <b>(ii)</b> | (9)   |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | Candidates may present a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> <li>• one or two definitions of miracles.</li> </ul>  |
| <b>Level 2</b>            | 3-4         | Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> <li>• one or two definitions of miracles</li> <li>• views about the relationship between these definitions and the weaknesses of belief in miracles.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | Candidates may focus on the evaluative part of the question setting out evidence and reasons to show the relationship between a definition of miracles and subsequent strengths and weakness. Candidates may argue that: <ul style="list-style-type: none"> <li>• a definition of miracles influences the strengths of the belief in that type of miracle</li> <li>• the selected definition of miracles has an impact on the weaknesses of this particular belief</li> <li>• some definitions represent a circular argument.</li> </ul>  |
| <b>Level 4</b>            | 7-9         | Candidates are likely to display explicit evidence of argument focused on the context of definitions of miracles and the subsequent justification or otherwise of such belief in miracles. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> <li>• the context of definitions of miracles may influence its subsequent justification</li> <li>• one or more of Hume's definitions are influenced by his empiricism which in turn impacts on the veracity of such belief</li> <li>• alternative definitions have significantly different outcomes such as that proposed by Locke</li> <li>• scholarly debate highlights significant philosophical principles in this topic of miracles.</li> </ul> |

## Ethics

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>3 (a)</b>       | <b>(i)</b> | (21)   |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | <p>At this level candidates are likely to draw on a limited range of material:</p> <ul style="list-style-type: none"> <li>it is unlikely they will have any clear understanding of the wider context of utilitarianism and may depend on simplistic case study material such as abortion.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | <p>At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel:</p> <ul style="list-style-type: none"> <li>they are likely to discuss a limited range of characteristics of the theory without focus on the wording of the question</li> <li>they may offer simple suggestions as to how it may be a means of resolving moral dilemmas, but the answer is likely to be dependent on basic details of the theory.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | <p>At this level:</p> <ul style="list-style-type: none"> <li>candidates may offer a wider range of features of utilitarianism without dealing with them in depth or in close relation to the wording of the question</li> <li>they may offer some suggestions as to why the theory may be deemed to be strong</li> <li>some consideration of the background of the theory and influences on it may emerge.</li> </ul>  |
| <b>Level 4</b>     | 16-21      | <p>At this level candidates are likely to be able to identify a significant range of features of utilitarianism or to explore a narrower range at some depth:</p> <ul style="list-style-type: none"> <li>they are likely to be more confident in applying their examination of the theory to the wording of the question and merge factual information with some consideration of its strengths as a means of resolving moral dilemmas.</li> <li>it is likely that candidates make reference to the teleological nature of the theory, to issues of consequentialism and means to an end and how this may effect resolving moral dilemmas</li> <li>candidates are likely to display some knowledge and understanding of utilitarianism within its social context</li> <li>Bentham and Mill are likely to feature prominently, but at this level candidates may also make additional reference to other forms of utilitarianism.</li> </ul> |

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|---------------------------|-------------|---|
| Question Number           |             | Indicative content  |
| <b>3 (a)</b>              | <b>(ii)</b> | (9)   |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | At this level: <ul style="list-style-type: none"> <li>• candidates may offer a simple criticism of utilitarianism.</li> </ul>   |
| <b>Level 2</b>            | 3-4         | At this level, candidates may struggle to incorporate new information or to reach a balanced conclusion: <ul style="list-style-type: none"> <li>• consideration of whether the strengths cannot detract from the problems is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct</li> <li>• at the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory.</li> </ul>   |
| <b>Level 3</b>            | 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 whether the criticisms invalidate the theory: <ul style="list-style-type: none"> <li>• candidates may consider a wider range of problems raised by the theory</li> <li>• they may offer further argument in support of utilitarianism</li> <li>• they are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the claim but may not refer precisely to the wording of the question.</li> </ul> |
| <b>Level 4</b>            | 7-9         | At this level, candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (i): <ul style="list-style-type: none"> <li>• a range of problems will be identified and used as the basis of a genuine attempt at evaluation</li> <li>• a reasoned and balanced argument which may conclude in any valid direction</li> <li>• candidates are likely to make direct reference to the wording of the question</li> <li>• candidates are likely to avoid falling back on extensive case study material.</li> </ul> |

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|---------------------------|------------|--|
| Question Number           |            | Indicative content   |
| <b>3 (b)</b>              | <b>(i)</b> | (21)   |
| <b>Indicative content</b> |            |  |
| Level                     | Mark       | AO1  |
| <b>Level 1</b>            | 1-5        | At this level candidates are likely to draw on a limited range of material: <ul style="list-style-type: none"> <li>it is unlikely they will have any clear understanding of the wider context of Situation Ethics and may depend on a simple statement of one or two key features.</li> </ul>  |
| <b>Level 2</b>            | 6-10       | At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel: <ul style="list-style-type: none"> <li>they may explain the application of <i>agape</i> and/or the rejection of absolute rules</li> <li>candidates may make a brief observation about the historical background to the theory.</li> </ul>  |
| <b>Level 3</b>            | 11-15      | At this level: <ul style="list-style-type: none"> <li>candidates may offer a wider range of features of Situation Ethics without dealing with them in depth</li> <li>some deeper consideration of the background to and influences on the theory may emerge</li> <li>they may consider Fletcher's working principles and presuppositions.</li> </ul>   |
| <b>Level 4</b>            | 16-21      | At this level candidates are likely to be able to identify a significant range of features of Situation Ethics, or to explore a narrower range at some depth: <ul style="list-style-type: none"> <li>candidates are likely to display more detailed knowledge and understanding of the theory within its social, cultural and religious context.</li> <li>the work of Joseph Fletcher is likely to be discussed in more detail, including his own personal case studies</li> <li>candidates may consider the contribution of one scholar to the development of Situation Ethics</li> <li>candidates are likely to avoid isolated or artificial case study material.</li> </ul> |

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| Question Number           |             | Indicative content  |
| <b>3 (b)</b>              | <b>(ii)</b> | (9)   |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | <p>At this level it is likely that a weak understanding of the theory will prevent candidates from developing a sustained evaluation:</p> <ul style="list-style-type: none"> <li>• a simple statement of one or more weaknesses of the theory are likely to be offered.</li> </ul>  |
| <b>Level 2</b>            | 3-4         | <p>At this level candidates are likely to make basic references to weaknesses of the theory, with some consideration of whether it offers useful moral guidance:</p> <ul style="list-style-type: none"> <li>• candidates may depend on simple case studies in an attempt to evaluate the theory.</li> <li>• some reference to strengths may be made in an attempt to evaluate the claim.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | <p>At this level, candidates are likely to show some understanding of the weaknesses of the theory, with some reference to named scholars:</p> <ul style="list-style-type: none"> <li>• candidates may make some reference to the objections raised by religious ethicists and the dangers posed by a rejection of rules</li> <li>• case studies may be used more anecdotally and references to named scholars may be sparse</li> <li>• some attempt at balancing strengths and weaknesses may be made in an attempt to draw a conclusion.</li> </ul>   |
| <b>Level 4</b>            | 7-9         | <p>At this level it is likely that candidates will recognise the implication that Situation Ethics has not successfully established itself as a guide for moral decision making:</p> <ul style="list-style-type: none"> <li>• they may include the failures of a relative theory to offer clear moral guidance, the difficulties of applying agape, the dangers of rejecting moral absolutes, and the challenges raised by contemporary critics for failure to promote traditional religious morality.</li> <li>• candidates are likely to recognise the need to evaluate the claim by reference to possible strengths and advantages of the theory and to reach a balanced conclusion</li> <li>• reference to named scholars is likely at this level</li> <li>• use of case studies is likely to be made critically, not anecdotally.</li> </ul> |

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| Question Number           |            | Indicative content  |
| <b>4(a)</b>               | <b>(i)</b> | (21)  |
| <b>Indicative content</b> |            |   |
| Level                     | Mark       | AO1   |
| <b>Level 1</b>            | 1-5        | <p>At this level, candidates are likely to address a very limited range of ideas associated with Just War and pacifism:</p> <ul style="list-style-type: none"> <li>• they may ignore one altogether or their answer may be significantly imbalanced.</li> </ul>   |
| <b>Level 2</b>            | 6-10       | <p>Candidates at this level are likely to refer to a narrow range of ideas associated with Just War and pacifism:</p> <ul style="list-style-type: none"> <li>• they may focus, perhaps, on one approach, for example religious pacifism, or one version or a limited number of conditions of the Just War theory</li> <li>• they may make some references to modern day applicability of the Just War theory or to pacifist individuals or organisations.</li> </ul>  |
| <b>Level 3</b>            | 11-15      | <p>Candidates at this level are likely to show a good understanding of a range of approaches to Just War and pacifism but may typically be limited by their ability to examine these in detail or extent:</p> <ul style="list-style-type: none"> <li>• illustrative examples may lack fluency and the approach may be more formulaic than will be likely at the higher level</li> <li>• the balance between discussion of Just War and pacifism may still be slightly in favour of one rather than the other, typically with greater concentration on Just War.</li> <li>• they may make reference to pacifist individuals or organisations without resorting to anecdote.</li> </ul>   |
| <b>Level 4</b>            | 16-21      | <p>At this level candidates are likely to be able to deal confidently with a range of issues associated with the Just War theory and pacifism and will have a broad perspective on different motivations for pacifism:</p> <ul style="list-style-type: none"> <li>• they are likely to have a secure knowledge of at least one form of the Just War theory and most of its features</li> <li>• they are likely to be able to examine the theory with reference to examples without falling into narrative, or offering an overly historical or contemporary political account</li> <li>• candidates are likely to demonstrate knowledge of religious and non religious principles regarding Just War and pacifism.</li> <li>• candidates are likely to demonstrate a good balance in their discussion of both Just War and pacifism.</li> </ul> |

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| Question Number  |             | Indicative content   |
| <b>4 (a)</b>   | <b>(ii)</b> | <b>(9)</b>   |
| <b>Indicative content</b>  |             |  |
| If candidates outline only one topic, they cannot normally proceed beyond level 2. |             |  |
| Level  | Mark        | AO2  |
| <b>Level 1</b>   | 1-2         | <p>Candidates are likely to rely on some repetition of ideas from part (i) and to show little evaluative skill in tackling the problems of the Just War theory:</p> <ul style="list-style-type: none"> <li>• some weaknesses of the theory may be expressed, but the implications of the claim that a pacifist can never accept the principles of Just War is likely to be unexplored.</li> </ul>  |
| <b>Level 2</b>   | 3-4         | <p>At this level, candidates may show an increasing awareness of the implications for pacifism posed by the problems of the Just War theory:</p> <ul style="list-style-type: none"> <li>• they may discuss how far it attempts to justify unjustifiable wars</li> <li>• weaknesses of the theory may be more clearly expressed as a failure to show that, for the pacifist, any war or wars could be justified.</li> </ul>   |
| <b>Level 3</b>   | 5-6         | <p>At this level, candidates are likely to make a clear connection between the wording of the question :</p> <ul style="list-style-type: none"> <li>• they may effectively tease out the implication that most pacifism stances would claim that no war can be justified under the theory</li> <li>• weaknesses of the theory are more likely to be explained within the context of whether the theory is compatible with pacifism or whether it attempts to justify the unjustifiable</li> <li>• some consideration of the moral responsibility of the pacifist to uphold their beliefs may be made.</li> </ul>   |
| <b>Level 4</b>   | 7-9         | <p>At this level candidates will typically tackle the issues of justifiability and pacifism without relying on any repetition from (i) and are likely to raise a range of contrasting ideas in consideration of the dilemma:</p> <ul style="list-style-type: none"> <li>• they are likely to draw a conclusion based on their well informed opinion, religious teaching and possibly the contribution of scholars</li> <li>• they may raise issues of conscience and changing social attitudes to war</li> <li>• they may suggest that the Just War theory is not applicable in cases of modern warfare and therefore pacifism is more reliable</li> <li>• they may suggest that, nevertheless, some wars can still be justified.</li> </ul> |

| Question Number  |            | Indicative content   |
|--|------------|--|
| <b>4 (b)</b>   | <b>(i)</b> | (21)   |
| <b>Indicative content</b>  |            |  |
| If candidates deal with only one dilemma, they cannot normally proceed beyond level 2. |            |  |
| Level  | Mark       | AO1  |
| <b>Level 1</b>   | 1-5        | At this level: <ul style="list-style-type: none"> <li>• candidates may present a simple case study or narrative description of one or two dilemmas in sexual ethics without clear examination of the problems posed.</li> </ul>  |
| <b>Level 2</b>   | 6-10       | At this level: <ul style="list-style-type: none"> <li>• narrative and/or simplistic case study may still be evident</li> <li>• candidates may make some attempt to identify the broader problems which constitute a dilemma – e.g. an issue for which there is no clear resolution.</li> </ul>   |
| <b>Level 3</b>   | 11-15      | At this level: <ul style="list-style-type: none"> <li>• candidates' use of narrative and/or case study is likely to be illustrative rather than anecdotal</li> <li>• they are likely to be able to comment on the various positions which may be offered regarding these issues, identifying how they are thus dilemmas</li> <li>• some reference to scholarly principles and contributions may be made.</li> </ul>  |
| <b>Level 4</b>   | 16-21      | At this level, candidates will typically avoid basic case study, and deal with the problems raised by two dilemmas in a scholarly manner <ul style="list-style-type: none"> <li>• they may consider the contribution of sacred texts and other religious authorities</li> <li>• the role of conscience, faith and obedience to a religious way of life may be considered</li> <li>• specific problems of particular dilemmas in contemporary society may be clearly addressed</li> <li>• candidates are likely to be able to distinguish clearly between 'problems' and 'dilemmas'.</li> </ul> |

|                           |             |   |
|---------------------------|-------------|---|
| Question Number           |             | Indicative content  |
| <b>4 (b)</b>              | <b>(ii)</b> | (9)   |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | At this level: <ul style="list-style-type: none"> <li>• candidates are likely to make a simple claim about the difficulties which arise in solving dilemmas in sexual ethics with little or no focus on the use of 'impossible'.</li> </ul>   |
| <b>Level 2</b>            | 3-4         | At this level: <ul style="list-style-type: none"> <li>• candidates may offer one or more suggestions as to why dilemmas may be impossible to solve</li> <li>• some case study material may be used to support their answer. Some repetition from (i) may be evident.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | At this level: <ul style="list-style-type: none"> <li>• they are likely to show a clear understanding of the implications of the question and offer some balanced evaluation in support of, or challenging the claim.</li> <li>• they may show some understanding of the implications of the term 'impossible' as opposed to other terms such as 'difficult' or 'challenging'</li> <li>• they may make specific reference to religious teaching or to ethical theory as means of resolving these dilemmas.</li> </ul> |
| <b>Level 4</b>            | 7-9         | At this level, candidates are likely to demonstrate a clear understanding of the implications of the question: <ul style="list-style-type: none"> <li>• they are likely to offer a balanced argument taking into account the strengths and weaknesses of the claim</li> <li>• they may offer one or more solution(s) to a relevant dilemma or dilemmas</li> <li>• some reference to scholars may be evident</li> <li>• candidates are likely to offer a mature evaluation of these issues.</li> </ul>                 |

## Buddhism

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>5 (a)</b>       | <b>(i)</b> | <b>(21)</b>  |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | <p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two features of the time prior to the Buddha.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | <p>Candidates may identify some relevant information showing a basic awareness of the religious context before the Buddha. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• a simple version of the caste system</li> <li>• a basic version of a few Vedic beliefs.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | <p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the religious context of the Buddha. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the influence of key Vedic beliefs prior to the time of the Buddha</li> <li>• the religious influence on Indian society such as the impact of priests</li> <li>• a few religious groups such as the shramana movement.</li> </ul>  |
| <b>Level 4</b>     | 16-21      | <p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the religious context at the time of the Buddha. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• carefully selected religious features pertinent to the question</li> <li>• seminal Hindu beliefs and practices significant to the time prior to the Buddha such as notions of soul and the importance of sacrifices</li> <li>• key features of Jainism and various religious movements such as the 'eel wrigglers'</li> <li>• the contributions of key scholars.</li> </ul> |

|                           |             |  |
|---------------------------|-------------|--|
| Question Number           |             | Indicative content   |
| <b>5 (a)</b>              | <b>(ii)</b> | (9)  |
| <b>Indicative content</b> |             |  |
| Level                     | Mark        | AO2  |
| <b>Level 1</b>            | 1-2         | Candidates may present a simple response. Candidates may provide: <ul style="list-style-type: none"> <li>• one or two descriptive features of the Middle Way.</li> </ul>   |
| <b>Level 2</b>            | 3-4         | Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> <li>• a simple account of the Middle Way</li> <li>• one or two links with the religious context of the Buddha.</li> </ul>  |
| <b>Level 3</b>            | 5-6         | Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view that Buddhism represents the Middle Way. Candidates may argue that: <ul style="list-style-type: none"> <li>• the Middle Way has distinctive features in the context of the Buddha</li> <li>• contextual ideas about sensuality in religious traditions may be compared to the Buddha's way</li> <li>• contextual ideas about asceticism may be compared to the Middle Way of the Buddha.</li> </ul>   |
| <b>Level 4</b>            | 7-9         | Candidates are likely to display explicit evidence of argument focused on the view that in relation to the religious context Buddhism signifies the Middle Way. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue about: <ul style="list-style-type: none"> <li>• the different ways to enlightenment prior to the time of the Buddha</li> <li>• the distinctive features of the Middle Way associated with the Buddha such as a transcendental method over and above extreme lifestyles</li> <li>• the alternative interpretations such as significance of culture of the mind in pre-Buddhist traditions</li> <li>• the scholarly contributions to this topic.</li> </ul> |

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>5 (b)</b>       | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two biographical features about the Buddha.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | Candidates may identify some relevant information showing a basic awareness of the nature of the Buddha. Candidates may give an account of: <ul style="list-style-type: none"> <li>• key turning points in the life of Gautama</li> <li>• a basic understanding of the claim that Gautama is the Buddha.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the proclamation of Gautama as the Buddha. Candidates may examine: <ul style="list-style-type: none"> <li>• the significance of the enlightenment compared to the life of sensuality and of asceticism</li> <li>• key ideas associated with the term 'buddha'</li> <li>• key links between Gautama and the claim that he is the Buddha.</li> </ul>   |
| <b>Level 4</b>     | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on Gautama as the Buddha. Candidates may examine: <ul style="list-style-type: none"> <li>• the context to an understanding of ways to liberation applicable to the time of the Buddha</li> <li>• distinctive features of the Buddha-nature related to Gautama</li> <li>• implications of this proclamation during the life of Gautama and subsequent period such as establishment of the Sangha</li> <li>• the contributions of various key scholars.</li> </ul> |

| Question Number           |             | Indicative content  |
|---------------------------|-------------|---|
| <b>5 (b)</b>              | <b>(ii)</b> | <b>(9)</b>  |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two biographical features of the enlightenment .</li> </ul>   |
| <b>Level 2</b>            | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• key aspects of the enlightenment</li> <li>• significance of meditation in this process.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to understand Buddhist beliefs about enlightenment. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• enlightenment has significant links with a range of key ideas such as the Sangha and Dharma</li> <li>• the distinctive methods of meditation are significant for Buddhists and liberation</li> <li>• beliefs associated with enlightenment are pivotal in the practice of Buddhism.</li> </ul>  |
| <b>Level 4</b>            | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the significance of enlightenment within Buddhism. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the Buddha's way is significantly different to other ways to liberation</li> <li>• beliefs about enlightenment are closely related to key Buddhist beliefs such as anatta, anicca and dukkha and Buddhist methods such as vipassana meditation</li> <li>• there are alternative interpretations whereby, for example, Gautama is seen primarily as a social reformer</li> <li>• scholarly debates add to this topic.</li> </ul> |

| Question Number           |            | Indicative content   |
|---------------------------|------------|--|
| <b>6 (a)</b>              | <b>(i)</b> | <b>(21)</b>  |
| <b>Indicative content</b> |            |  |
| Level                     | Mark       | AO1  |
| <b>Level 1</b>            | 1-5        | <p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two features of Buddhist teachings.</li> </ul>  |
| <b>Level 2</b>            | 6-10       | <p>Candidates may identify some relevant information showing a basic awareness of the Dharma as a Refuge. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• the basic notions of 'taking Refuge'</li> <li>• the key ideas associated with Dharma as a Refuge.</li> </ul>   |
| <b>Level 3</b>            | 11-15      | <p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the Dharma as a Refuge. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• a range of key terms associated with Dharma as a Refuge</li> <li>• key features of the Dharma such as the teachings of the Middle Way</li> <li>• the place of Dharma within the Three Refuges as a way of indicating the importance of the Dharma.</li> </ul>   |
| <b>Level 4</b>            | 16-21      | <p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the Dharma as a Refuge. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the significance of the context of the Three Refuges for understanding the distinctive beliefs associated with the Dharma</li> <li>• a range of ideas associated with 'taking Refuge' and interpretations of Dharma</li> <li>• implications of these ideas for Buddhist belief and practice</li> <li>• scholarly contributions.</li> </ul> |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>6 (a)</b>       | <b>(ii)</b> | <b>(9)</b>   |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two features of the Sangha.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• a view about the importance of the Sangha</li> <li>• an interpretation about the importance of the Dharma.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to show the significance of the Sangha for understanding the Dharma. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• Dharma is rooted within the Three Refuges and has close links with the Sangha</li> <li>• the Sangha is critical because it preserves and transmits the Dharma</li> <li>• the links between Sangha and Dharma are significant for Buddhist practice.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the significance of the Sangha for an understanding of the Dharma. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the context of Dharma within the Three Refuges shows the significance of the Sangha for an understanding of the Dharma</li> <li>• in terms of Buddhist belief and practice the coherence between Sangha and Dharma is pivotal</li> <li>• this type of relationship is distinctive of Theravada Buddhism but that there are alternatives as seen for example in Zen Buddhism</li> <li>• scholarly contributions add to this topic.</li> </ul> |

| Question Number           |            | Indicative content  |
|---------------------------|------------|---|
| <b>6 (b)</b>              | <b>(i)</b> | (21)  |
| <b>Indicative content</b> |            |   |
| Level                     | Mark       | AO1   |
|                           |            | If candidates examine one topic rather than two, they normally cannot proceed to level 3. If they examine more than two read all the material and credit the best two.  |
| <b>Level 1</b>            | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of meditation.</li> </ul>  |
| <b>Level 2</b>            | 6-10       | Candidates may identify some relevant information showing a basic awareness of selected types of meditation. Candidates may give an account of: <ul style="list-style-type: none"> <li>• breathing techniques</li> <li>• meditation in order to pacify the mind.</li> </ul>   |
| <b>Level 3</b>            | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the selected types of meditation. Candidates may examine: <ul style="list-style-type: none"> <li>• methods involved in selected techniques</li> <li>• key features of two types of meditation</li> <li>• important outcomes of these techniques.</li> </ul>  |
| <b>Level 4</b>            | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on two types of meditation. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of the context of meditation within Buddhism</li> <li>• distinctive and full features of two types of meditation</li> <li>• the significance of key terms and ideas</li> <li>• scholarly contributions.</li> </ul> |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>6 (b)</b>       | <b>(ii)</b> | (9)   |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | Candidates may present a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> <li>• one or two examples of meditation.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> <li>• a few ideas about the importance of meditation</li> <li>• passing reference to basic purposes of one type of meditation.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | Candidates may focus on the evaluative part of the question setting out evidence and reasons why Buddhists meditate. Candidates may argue that: <ul style="list-style-type: none"> <li>• there are physical and mental benefits from meditation</li> <li>• meditation may help moral development</li> <li>• some types of meditation may assist an understanding of the Dharma.</li> </ul>  |
| Level 4            | 7-9         | Candidates are likely to display explicit evidence of argument focused on the main reasons why Buddhists meditate. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> <li>• various Buddhist practices have a range of purposes</li> <li>• different types of meditation may have different purposes such as acquiring wisdom and moral sensitivity</li> <li>• there is a close link between certain types of meditation and enlightenment as an overall purpose within Buddhism</li> <li>• scholarly contributions clarify key issues in this topic.</li> </ul> |

## Christianity

| Question Number  |            | Indicative content   |
|--|------------|--|
| <b>7(a)</b>  | <b>(i)</b> | (21)   |
| <b>Indicative content</b> - They do not have to deal with more than one Reformer |            |  |
| Level  | Mark       | AO1  |
| <b>Level 1</b>   | 1-5        | Candidates may make basic statements: <ul style="list-style-type: none"> <li>• about the life and work of Jesus without much reference to specific Reformation teaching</li> </ul>   |
| <b>Level 2</b>   | 6-10       | Candidates may refer in general terms to: <ul style="list-style-type: none"> <li>• specific teaching of Luther such as justification by faith</li> <li>• calvin's election of believers through Christ.</li> </ul>   |
| <b>Level 3</b>   | 11-15      | Candidates may refer in more detail to specific teachings, <ul style="list-style-type: none"> <li>• as above; or</li> <li>• Luther's imputed righteousness of Christ</li> <li>• Luther's teaching on the believer's relationship with Christ</li> <li>• Calvin's description of the work of Christ as Prophet, Priest and King.</li> </ul> |
| <b>Level 4</b>   | 16-21      | Candidates may offer a full and well-structured account of Reformation teachings such as that: <ul style="list-style-type: none"> <li>• a full understanding of the life of Jesus rests upon an understanding of his work of salvation</li> <li>• both Luther &amp; Calvin subscribed to the Chalcedon definition.</li> </ul>              |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>7(a)</b>        | <b>(ii)</b> |  |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | Candidates may: <ul style="list-style-type: none"> <li>• refer in general terms to the significance of Jesus.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | Candidates may comment on: <ul style="list-style-type: none"> <li>• the different understanding of the significance of Jesus as being the cause of the split between Protestant and Catholic Churches.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | Candidates may show: <ul style="list-style-type: none"> <li>• the different significance for Protestants and Catholics at the time of the Reformation</li> <li>• the continuing significance for denominations today.</li> </ul>   |
| <b>Level 4</b>     | 7-9         | Candidates may: <ul style="list-style-type: none"> <li>• develop discussion with reference to scholarly opinion</li> <li>• show the difficulty of ideas of election and also of imputed righteousness</li> <li>• demonstrate clearly the connection between the life and work of Jesus</li> <li>• refer to subsequent development</li> <li>• show how far this teaching is still significant today</li> <li>• show how far those differences have been blurred by time.</li> </ul> |

| Question Number   |            | Indicative content  |
|---|------------|---|
| <b>7 (b)</b>  | <b>(i)</b> |   |
| <b>Indicative content - using the Early Church period</b> |            |   |
| Level   | Mark       | AO1   |
| <b>Level 1</b>  | 1-5        | <p>Candidates may:</p> <ul style="list-style-type: none"> <li>• deal in a simple way with one aspect of this teaching such as whether Jesus was God</li> <li>• refer generally to the Arian controversy.</li> </ul>   |
| <b>Level 2</b>  | 6-10       | <p>Candidates may:</p> <ul style="list-style-type: none"> <li>• deal with the Arian controversy</li> <li>• deal simply with the issue that Arius raised</li> <li>• show how his teachings about the non pre-existence of Jesus were rejected at the council of Nicaea in AD 325.</li> </ul>   |
| <b>Level 3</b>  | 11-15      | <p>Candidates may:</p> <ul style="list-style-type: none"> <li>• deal with the influence of Athanasius on the question of the divinity of Christ</li> <li>• show how the controversy continued in different ways until the council of Chalcedon in AD 451.</li> </ul>  |
| <b>Level 4</b>  | 16-21      | <p>Candidates may:</p> <ul style="list-style-type: none"> <li>• present a clear and full understanding of how the teaching and work of Jesus came to be defined in this early period</li> <li>• show how the council of Nicaea did not resolve all the issues</li> <li>• delineate the different schools of theology within orthodoxy rather than just a simplistic view of Athanasius versus Arius</li> <li>• clarify the meanings of <i>homoousios</i> and as well as the problems of translating these Greek terms into Latin at that period.</li> </ul> |

| Question Number           |             | Indicative content  |
|---------------------------|-------------|---|
| <b>7 (b)</b>              | <b>(ii)</b> |   |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | Candidates may: <ul style="list-style-type: none"> <li>• make a simple judgment on this question in broad terms.</li> </ul>   |
| <b>Level 2</b>            | 3-4         | Candidates may: <ul style="list-style-type: none"> <li>• assess the people involved in the dispute</li> <li>• show how the power of the Emperor Constantine helped to resolve the issue</li> <li>• assess the contemporary significance of this teaching.</li> </ul>  |
| <b>Level 3</b>            | 5-6         | Candidates may: <ul style="list-style-type: none"> <li>• distinguish personalities from ideas and deal more coherently with influences</li> <li>• refer to <i>Athanasius contra mundum</i></li> <li>• show the philosophical schools that lay behind the influences of Antioch and at Alexandria</li> <li>• weigh up the influence of those who led the settlement at Chalcedon.</li> </ul>                   |
| <b>Level 4</b>            | 7-9         | Candidates may: <ul style="list-style-type: none"> <li>• develop with reference to scholarly opinion, in greater width or depth one or more of the issues involved, reaching a conclusion that has been carefully worked out</li> <li>• assess the process of decision-making of Councils and judge how democratic they were</li> <li>• assess the claim of divine inspiration of the Holy Spirit.</li> </ul> |

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>8(a)</b>        | <b>(i)</b> |  |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | Candidates may: <ul style="list-style-type: none"> <li>• deal in a simple manner with beliefs about what is meant by God as creator.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | Candidates may: <ul style="list-style-type: none"> <li>• consider what it means for God to be creator</li> <li>• use passages of scripture to deal with the question of God as creator.</li> </ul>                                 |
| <b>Level 3</b>     | 11-15      | Candidates may: <ul style="list-style-type: none"> <li>• offer a clearer awareness of the difficulties of the attribution of creation to God</li> <li>• include the idea of humanity being created in the image of God.</li> </ul> |
| <b>Level 4</b>     | 16-21      | Candidates may: <ul style="list-style-type: none"> <li>• deal with God's continuing authority over the world in providence or miracles</li> <li>• deal with question of <i>creatio ex nihilo</i>.</li> </ul>                       |

|                           |             |  |
|---------------------------|-------------|--|
|                           |             | Indicative content   |
| <b>8 (a)</b>              | <b>(ii)</b> |  |
| <b>Indicative content</b> |             |  |
| Level                     | Mark        | AO2  |
| <b>Level 1</b>            | 1-2         | Candidates may: <ul style="list-style-type: none"> <li>• make simple comments on the issue of religion versus science.</li> </ul>  |
| <b>Level 2</b>            | 3-4         | Candidates may refer to: <ul style="list-style-type: none"> <li>• the particular problems raised by scientific accounts of the beginning of the universe</li> <li>• the difficulties of attributing creation to God</li> <li>• Darwin and evolution.</li> </ul>  |
| <b>Level 3</b>            | 5-6         | Candidates may refer to: <ul style="list-style-type: none"> <li>• the problems of beliefs in God as creator in a scientific world</li> <li>• whether the act of creation is itself a change in the nature of God</li> <li>• whether creation can be seen as good in the light of disasters and suffering.</li> </ul>   |
| <b>Level 4</b>            | 7-9         | Candidates may: <ul style="list-style-type: none"> <li>• consider these challenges in greater depth with reference to specific scholarly/Church opinion</li> <li>• construct a coherent argument that may conclude that it is extremely difficult for a Christian today to continue to believe in God as Creator or come to an opposite conclusion.</li> </ul> |

| Question Number   |            | Indicative content  |
|---|------------|---|
| <b>8(b)</b>   | <b>(i)</b> |   |
| <b>Indicative content</b> - If they may deal with one only of beliefs and practice they would not normally proceed beyond level 2 |            |   |
| Level   | Mark       | AO1   |
| <b>Level 1</b>  | 1-5        | Candidates may: <ul style="list-style-type: none"> <li>• make simple comments about an aspect of Christian worship.</li> </ul>  |
| <b>Level 2</b>  | 6-10       | Candidates may: <ul style="list-style-type: none"> <li>• deal with both of the sacraments of baptism and Eucharist</li> <li>• deal with two separate aspects of one sacrament.</li> </ul>   |
| <b>Level 3</b>  | 11-15      | Candidates may: <ul style="list-style-type: none"> <li>• deal in more detail with one or both of the two sacraments</li> <li>• deal with both belief and practice</li> <li>• refer to both believer's and infant baptism</li> <li>• deal with anamnesis and the real presence with regard to the Eucharist.</li> </ul>  |
| <b>Level 4</b>  | 16-21      | Candidates may: <ul style="list-style-type: none"> <li>• develop these chosen aspects with reference to scholarly/Church views</li> <li>• show the wider significance for the Church community as a whole as well as the significance for the individual</li> <li>• raise the question of whether the sacraments are declaratory or efficacious</li> <li>• articulate aspects more widely than just the two sacraments and look at issues such as immanence and transcendence.</li> </ul> |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>8 (b)</b>       | <b>(ii)</b> |   |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | Candidates may: <ul style="list-style-type: none"> <li>• make a simple comment relating practice to belief.</li> </ul>  |
| <b>Level 2</b>     | 3-4         | Candidates may: <ul style="list-style-type: none"> <li>• give a number of examples of where practice reflects belief.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | Candidates may: <ul style="list-style-type: none"> <li>• give a number of examples of where practice reflects belief such as the priest being alter Christus and therefore needs to be male</li> <li>• give an alternative view and begin to weigh up this argument in one way or another.</li> </ul>   |
| <b>Level 4</b>     | 7-9         | Candidates may: <ul style="list-style-type: none"> <li>• construct a coherent argument about 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 and come to a conclusion</li> <li>• develop the issues chosen with reference to specific scholarly/Church opinion.</li> </ul> |

## Hinduism

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>9 (a)</b>       | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
|                    |            | If candidates examine one or two topics they cannot normally proceed beyond level 3. If they examine four topics, read all the material and credit the best three.  |
| <b>Level 1</b>     | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features about the Indus Valley culture.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | Candidates may identify some relevant information showing a basic awareness of the Indus Valley culture. Candidates may give an account of: <ul style="list-style-type: none"> <li>• general features of the Indus Valley culture</li> <li>• two or three of the specific topics in the question.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to an examination of three topics applicable to the Indus Valley culture. Candidates may examine: <ul style="list-style-type: none"> <li>• types of evidence such as archaeological investigations</li> <li>• examples of artefacts relevant to their selected examples</li> <li>• the significance of these artefacts for an understanding of this culture.</li> </ul>   |
| <b>Level 4</b>     | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on three topics relevant to the Indus Valley culture. Candidates may examine: <ul style="list-style-type: none"> <li>• the historical and geographical context in relation to this culture</li> <li>• the difficulties with interpretation of the evidence</li> <li>• significant details of the three topics</li> <li>• scholarly contributions to this topic.</li> </ul> |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>9 (a)</b>       | <b>(ii)</b> | (9)   |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two features of the Indus Valley culture with limited focus on its significance.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• a few ideas about deities</li> <li>• some views about potential importance of selected practices.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to show the significance of this culture for development of Hinduism. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• sacrifices have an important role within some forms of Hinduism</li> <li>• this culture may indicate certain implications for social order.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the significance for Hindus of the evolving religious tradition associated with this culture. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the context and interpretation of this period is complex in terms of assessing its possible significance</li> <li>• the roles and influence of deities linked to this culture had a limited influence on Hindu thought</li> <li>• some of the characteristic ritual associated with this culture had an influence on some types of Hindu development</li> <li>• scholarship adds important material and scepticism to this topic.</li> </ul> |

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>9 (b)</b>       | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of Vedic practices.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | Candidates may identify some relevant information showing a basic awareness of Vedic practices. Candidates may give an account of: <ul style="list-style-type: none"> <li>• the role of priests and sacrifices</li> <li>• ritual linked to Soma.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to Vedic practices. Candidates may examine: <ul style="list-style-type: none"> <li>• links between fire sacrifices and Soma</li> <li>• domestic rituals</li> <li>• the emphasis given to correct performance of rituals.</li> </ul>   |
| <b>Level 4</b>     | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on key features of Vedic practices. Candidates may examine: <ul style="list-style-type: none"> <li>• the evolving systems of practices over the Vedic period and in the corpus of scriptures</li> <li>• the significance given to correct ritual and sacrifices</li> <li>• increasing emphasis given to asceticism and meditation</li> <li>• scholarly contributions.</li> </ul> |

| Question Number           |             | Indicative content  |
|---------------------------|-------------|---|
| <b>9 (b)</b>              | <b>(ii)</b> | <b>(9)</b>  |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two ideas about the importance of Vedic practices.</li> </ul>   |
| <b>Level 2</b>            | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• some basic claims about the importance of Vedic practices</li> <li>• a few notions about their limited influence.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view of the limited importance of Vedic practices. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• sacrificial rituals are important because of the preservation of order and life</li> <li>• some practices connected to social order are significant in the development of Hinduism</li> <li>• the Vedic cult went into decline and its influence was limited.</li> </ul>  |
| <b>Level 4</b>            | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the view that Vedic practices are of limited significance to Hindus. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the context of this period is complex with wide ranging developments and this influences an assessment of the significance of Vedic practices</li> <li>• various features of Vedic practices continue to be significant for some forms of Hindu development such as in the Neo-Vedanta movement</li> <li>• during the late Vedic period and beyond there was a change of emphasis e.g. about dharma and this impacts on the view about the limited significance of the Vedic practices</li> <li>• scholarly contributions highlight the complexities of this period.</li> </ul> |

|                           |            |  |
|---------------------------|------------|--|
| Question Number           |            | Indicative content   |
| <b>10 (a)</b>             | <b>(i)</b> | (21)   |
| <b>Indicative content</b> |            |  |
| Level                     | Mark       | AO1  |
|                           |            | If candidates examine one type of yoga they normally cannot proceed to level 3.  |
| <b>Level 1</b>            | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features associated with yoga.</li> </ul>  |
| <b>Level 2</b>            | 6-10       | Candidates may identify some relevant information showing a basic awareness of key features of yoga. Candidates may give an account of: <ul style="list-style-type: none"> <li>• some basic beliefs linked to one type of yoga</li> <li>• a few ideas associated with yogic practice.</li> </ul>   |
| <b>Level 3</b>            | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to key beliefs and /or practices of two types of yoga. Candidates may examine: <ul style="list-style-type: none"> <li>• the main beliefs of one type of yoga</li> <li>• the key ideas linked to the beliefs and practices of a second type of yoga</li> <li>• key terms in this area of study.</li> </ul>  |
| <b>Level 4</b>            | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the key beliefs and/ or practices of two types of yoga. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the types of yoga under examination such as its scriptural basis</li> <li>• beliefs about deities and relationship with a deity linked to yoga</li> <li>• notions about liberation associated with selected types of yoga</li> <li>• scholarly contributions to this topic.</li> </ul> |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>10 (a)</b>      | <b>(ii)</b> | <b>(9)</b>   |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two ideas about the importance of yoga.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• a few ideas about possible benefits from yoga</li> <li>• the view that yoga may help mental control.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view that yoga helps the devotee to become liberated. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• yoga may enhance physical control</li> <li>• the selected types of yoga may assist mental development</li> <li>• these benefits may be a means to liberation.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the claim that yoga helps the devotee to become liberated in this life. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• there are various interpretations about liberation within Hinduism and also within types of yoga</li> <li>• that some forms of yoga assist in the liberation from the cycle of life and death leading to moksha within this life</li> <li>• there are alternative purposes within yoga, including atheistic versions</li> <li>• scholarly debates contribute to an evaluation of these differing viewpoints.</li> </ul> |

| Question Number           |            | Indicative content  |
|---------------------------|------------|---|
| <b>10 (b)</b>             | <b>(i)</b> | (21)  |
| <b>Indicative content</b> |            |   |
| Level                     | Mark       | AO1   |
|                           |            | If candidates examine only one of these figures they normally cannot proceed to level 3.  |
| <b>Level 1</b>            | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features about Krishna.</li> </ul>  |
| <b>Level 2</b>            | 6-10       | Candidates may identify some relevant information showing a basic awareness of Krishna and Rama. Candidates may give an account of: <ul style="list-style-type: none"> <li>• basic narrative details about Krishna</li> <li>• simple narrative themes about Rama.</li> </ul>  |
| <b>Level 3</b>            | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to key beliefs about Krishna and Rama. Candidates may examine: <ul style="list-style-type: none"> <li>• selected narrative material in order to focus on beliefs</li> <li>• key ideas associated with beliefs about Krishna</li> <li>• important beliefs about Rama.</li> </ul>   |
|                           | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the distinctive beliefs about Krishna and Rama. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of these traditions within Hinduism in order to highlight their distinctive features</li> <li>• distinctive beliefs such as the relationship between deities and jiva, bhakti movements, the significance of love and dharma</li> <li>• broader Hindu themes such as the significance of certain scriptures including the Gita and the avatar tradition</li> <li>• scholarly contributions to this topic.</li> </ul> |

| Question Number           |             | Indicative content   |
|---------------------------|-------------|--|
| <b>10(b)</b>              | <b>(ii)</b> | (9)  |
| <b>Indicative content</b> |             |  |
| Level                     | Mark        | AO2  |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two ideas about the importance of devotion to Krishna.</li> </ul>  |
| <b>Level 2</b>            | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• views about practices associated with Krishna</li> <li>• ideas about practices linked to Rama.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the importance of Krishna and Rama within Hinduism. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• there are important links between beliefs and practices in various aspects of Hinduism</li> <li>• there are implications arising from these links for devotees of Krishna and Rama</li> <li>• some of these links are significant across a range of Hindu traditions.</li> </ul>  |
| <b>Level 4</b>            | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the implications for Hindu practice linked to these beliefs. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the context of these beliefs about Krishna and Rama impact on related practices such as bhakti movements</li> <li>• these beliefs influence various Hindu practices relating to moral and social issues</li> <li>• there may be controversies between different implications such as a contrast between bhakti and ascetic movements</li> <li>• scholarly contributions add weight to these points of view.</li> </ul> |

## Islam

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>11 (a)</b>      | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | <p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two features of the historical background to the time of Muhammad.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | <p>Candidates may identify some relevant information showing a basic awareness of historical and social background. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• basic features of Arab tribes</li> <li>• importance of trading routes.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | <p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the historical and social background. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• key features of trading routes linked to tribal conflicts</li> <li>• a few details about the Quraysh</li> <li>• the importance of Makkah and pre-Islamic uses of the Ka'bah.</li> </ul>  |
| <b>Level 4</b>     | 16-21      | <p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the historical and social background prior to the time of Muhammad. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• an overview of the historical and social background which may range from archaeological investigations to different tribal structures</li> <li>• influence of trade and importance of changing population settlements</li> <li>• nomadic life and its influence in terms of leadership and clans</li> <li>• scholarly contributions to this topic.</li> </ul> |

| Question Number           |             | Indicative content  |
|---------------------------|-------------|---|
| <b>11 (a)</b>             | <b>(ii)</b> | <b>(9)</b>  |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two features about Muhammad.</li> </ul>   |
| <b>Level 2</b>            | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• views about the lifestyles Muhammad found in Makkah</li> <li>• Muhammad's rejection of some of these social customs.</li> </ul>  |
| <b>Level 3</b>            | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the influence of Muhammad. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• Muhammad was born into the Hashemite clan, part of the Quraysh tribe, and in that sense was influenced by this environment</li> <li>• Muhammad may have been influenced by a range of traditions associated with trading routes via Makkah</li> <li>• Muhammad reacted to polytheistic uses of the Ka'bah.</li> </ul>   |
| <b>Level 4</b>            | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on possible influences of this background on Muhammad. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the historical and social context provide limited material for an understanding of Muhammad</li> <li>• there was rejection of many of the social features</li> <li>• Muhammad's time in Makkah including his revelations, was more important than his background influences</li> <li>• scholarly contributions add to this issue.</li> </ul> |

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>11 (b)</b>      | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of Muhammad's life in Makkah.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | Candidates may identify some relevant information showing a basic awareness of Muhammad's life in Makkah. Candidates may give an account of: <ul style="list-style-type: none"> <li>• the key events of Muhammad's life in Makkah in a basic manner</li> <li>• a few of his teachings.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to important features of Muhammad's life and teaching in Makkah. Candidates may examine: <ul style="list-style-type: none"> <li>• significant events in his early life</li> <li>• some key features of Muhammad as Prophet</li> <li>• the ways Muhammad faced persecution.</li> </ul>   |
| <b>Level 4</b>     | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the distinctive features of Muhammad's life and teaching in Makkah. Candidates may examine: <ul style="list-style-type: none"> <li>• the overall significance of this period on Muhammad's life and teaching in Makkah</li> <li>• the distinctive aspects of the call of Muhammad and the importance of revelation</li> <li>• the distinctive features of his preaching and subsequent reactions</li> <li>• scholarly contributions to this topic.</li> </ul> |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>11 (b)</b>      | <b>(ii)</b> | <b>(9)</b>   |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two aspects of the importance of Muhammad.</li> </ul>  |
| <b>Level 2</b>     | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• basic ideas about the importance of Muhammad as Prophet</li> <li>• a simple account of the importance of the Qur'an.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the significance of this period for Muslims. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• Muhammad is believed to be 'the seal of the prophets'</li> <li>• this period is significant in terms of the status of the Qur'an for Muslims</li> <li>• this period highlights key teachings within Islam such as those about Allah.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the significance of this period for Muslims. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• overall this period plays a significant part in establishing the unique status and influence of Muhammad</li> <li>• this period displays the significance of a range of fundamental beliefs for Muslims such as revelation of the Qur'an and the pivotal importance of monotheism</li> <li>• this period may be viewed in perspective, and debate that there is a greater importance to be given to Muhammad in Madinah</li> <li>• scholarly contributions add to this topic.</li> </ul> |

| Question Number           |            | Indicative content  |
|---------------------------|------------|---|
| <b>12 (a)</b>             | <b>(i)</b> | (21)  |
| <b>Indicative content</b> |            |   |
| Level                     | Mark       | AO1   |
|                           |            | If candidates examine only one belief they cannot normally proceed to level 3. If they examine all three, read all the material and credit the best two.  |
| <b>Level 1</b>            | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two examples of these Beliefs.</li> </ul>   |
| <b>Level 2</b>            | 6-10       | Candidates may identify some relevant information showing a basic awareness of the two Beliefs. Candidates may give an account of: <ul style="list-style-type: none"> <li>• descriptive features of one of these beliefs</li> <li>• a simple version of a second of these beliefs.</li> </ul>   |
| <b>Level 3</b>            | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to two Beliefs. Candidates may examine: <ul style="list-style-type: none"> <li>• narrative material with basic analysis</li> <li>• important themes relevant to the two Beliefs</li> <li>• similar ideas across these Beliefs.</li> </ul>   |
| <b>Level 4</b>            | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on two Beliefs in the context of the Six Beliefs. Candidates may examine: <ul style="list-style-type: none"> <li>• the overall context of the selected Beliefs</li> <li>• a full account of the selected Beliefs</li> <li>• the implications of the selected beliefs across the Six Beliefs</li> <li>• scholarly contributions to this topic.</li> </ul> |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>12 (a)</b>      | <b>(ii)</b> | <b>(9)</b>  |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two ideas about these Beliefs.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• a few basic implications arising from the selected Beliefs</li> <li>• a simple understanding of Beliefs about Allah.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to show the importance of these two Beliefs for an understanding of Allah. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• key features of the beliefs signify important aspects of an understanding of Allah, such as Allah as Judge</li> <li>• selected ideas about Allah are important for these Beliefs, such as Allah as Creator</li> <li>• these Beliefs coupled with an understanding of Allah are significant for Muslim practice.</li> </ul>   |
| <b>Level 4</b>     | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the extent to which these two Beliefs are significant for a Muslim understanding of Allah. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the context of these ideas are rooted in ideas about Allah</li> <li>• these Beliefs coupled with Muslim practice provide a coherent overview of Islam</li> <li>• some of these ideas raise issues such as notions about predestination and freewill</li> <li>• scholarly contributions add various dimensions to this topic.</li> </ul> |

| Question Number           |            | Indicative content   |
|---------------------------|------------|--|
| <b>12 (b)</b>             | <b>(i)</b> | (21)   |
| <b>Indicative content</b> |            |  |
| Level                     | Mark       | AO1  |
| <b>Level 1</b>            | 1-5        | <p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two ideas about the Pillars.</li> </ul>   |
| <b>Level 2</b>            | 6-10       | <p>Candidates may identify some relevant information showing a basic awareness of 'islam' and 'umma'. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• a simple idea about the meaning of 'islam'</li> <li>• a basic understanding of 'umma'.</li> </ul>  |
| <b>Level 3</b>            | 11-15      | <p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure about the essence of the Five Pillars. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• key beliefs associated with the meaning of 'islam'</li> <li>• essential ideas linked to 'umma'</li> <li>• the ways these may be important for an understanding of the Five Pillars.</li> </ul>  |
| <b>Level 4</b>            | 16-21      | <p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the view about the essence of the Five Pillars as seen in 'islam' and 'umma'. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• an overview of the Five Pillars in relation to 'islam' and 'umma'</li> <li>• a full range of material specifically on 'islam' and 'umma'</li> <li>• an explicit analysis of the view that these two terms represent the essence of the Five Pillars</li> <li>• scholarly contributions.</li> </ul> |

| Question Number           |             | Indicative content  |
|---------------------------|-------------|---|
| <b>12 (b)</b>             | <b>(ii)</b> | <b>(9)</b>  |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two ideas about the Muslim community.</li> </ul>  |
| <b>Level 2</b>            | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• links between a selected Pillar and the 'umma'</li> <li>• descriptive material to illustrate these links.</li> </ul>   |
| <b>Level 3</b>            | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to clarify the significance of one of these Pillars. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the selected Pillar represents the aim of uniting Muslims</li> <li>• the selected Pillar is significant for an understanding of 'umma' alongside other important purposes</li> <li>• the Pillar has important implications for belief and practice including key notions about 'umma'.</li> </ul>  |
| <b>Level 4</b>            | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the significance of one of these for an understanding of 'umma'. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• an overview of the selected Pillar indicates its significance for an understanding of umma and that the Pillar has additional purposes</li> <li>• there are alternative interpretations that may be given to the selected Pillar such as submission</li> <li>• there is a range of interpretations of the selected Pillar across different Muslim traditions</li> <li>• scholarly contributions add to the complexities of this topic.</li> </ul> |

## Judaism

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>13 (a)</b>      | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two ideas about Rashi.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | Candidates may identify some relevant information showing a basic awareness of Rashi and his influence. Candidates may give an account of: <ul style="list-style-type: none"> <li>• Rashi's life</li> <li>• a simple version of Rashi's commentary on parts of the Jewish scriptures.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the important features of Rashi. Candidates may examine: <ul style="list-style-type: none"> <li>• Rashi's literal interpretation of Jewish scriptures</li> <li>• a basic understanding of Rashi's commentary on the Babylonian Talmud</li> <li>• the importance of these sources and methods in Judaism.</li> </ul>  |
| <b>Level 4</b>     | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the important features of Rashi's works. Candidates may examine: <ul style="list-style-type: none"> <li>• the significance of Rashi's commentaries on parts of the Jewish scriptures and the Babylonian Talmud</li> <li>• the significant features of the school of Rashi</li> <li>• Rashi and halakhah</li> <li>• scholarly and rabbinic contributions to this topic.</li> </ul> |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>13 (a)</b>      | <b>(ii)</b> | (9)   |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two biographical features about Judah Halevi.</li> </ul>  |
| <b>Level 2</b>     | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• some key ideas of Halevi, such as the importance of the people of Israel</li> <li>• passing reference to differences with Rashi.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to comment on the view that Halevi is different from Rashi. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• Halevi stressed the importance of Israel and of prophets which is similar to Rashi</li> <li>• Halevi rejected philosophical approaches to an understanding of God</li> <li>• the methods of Rashi and Halevi were significantly different from each other.</li> </ul>   |
| <b>Level 4</b>     | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the differences between Rashi and Halevi. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• an overview of both figures may show significant links together with pronounced differences</li> <li>• both share in the importance given to biblical sources</li> <li>• Rashi's significance is primarily seen in his commentaries whereas Halevi's range spanned philosophy and poetry</li> <li>• scholarly contributions highlight key issues in a comparative study between them.</li> </ul> |

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>13 (b)</b>      | <b>(i)</b> | (21)   |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | <p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two features about Moses Maimonides.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | <p>Candidates may identify some relevant information showing a basic awareness of some key ideas of Moses Maimonides. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• key features of the life of Maimonides</li> <li>• a few of his main teachings.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | <p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the important themes associated with Moses Maimonides. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• ideas about prophecy</li> <li>• the problem of evil</li> <li>• the status of the Law of Sinai.</li> </ul>  |
| <b>Level 4</b>     | 16-21      | <p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the key emphases in the works of Moses Maimonides. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the overall context of Moses Maimonides in order to highlight his distinctive emphases including his codification of the Thirteen Principles</li> <li>• ideas about the existence of God, the role of philosophy, the significance given to God as Creator, and the role of providence</li> <li>• the status given to the Messiah and beliefs about resurrection</li> <li>• scholarly contributions to this topic.</li> </ul> |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>13 (b)</b>      | <b>(ii)</b> | (9)  |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | Candidates may present a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> <li>• one or two ideas about Maimonides.</li> </ul>  |
| <b>Level 2</b>     | 3-4         | Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> <li>• a few ideas about the general importance of Maimonides</li> <li>• a simple account of the significance of his stress on fundamental Jewish beliefs.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view about the importance of Maimonides. Candidates may argue that: <ul style="list-style-type: none"> <li>• Maimonides was an important figure in his own life time</li> <li>• Maimonides was significant because of his views about philosophy and towards other religious traditions</li> <li>• Maimonides focused on core Jewish beliefs and highlighted their importance.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | Candidates are likely to display explicit evidence of argument focused on claim that Moses Maimonides was the most outstanding contributor to Jewish thought in medieval Judaism. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> <li>• an overview of his rabbinic context and his subsequent legacy ensured his stature</li> <li>• the sheer range of his works was influential across many aspects of Judaism</li> <li>• his significance may be related to a particular period in the development of Judaism</li> <li>• scholarly contributions add range and detail to this issue.</li> </ul> |

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>14 (a)</b>      | <b>(i)</b> | (21)   |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | <p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two features about Reform Judaism.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | <p>Candidates may identify some relevant information showing a basic awareness about Reform Judaism. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• some basic practices associated with early Reform Judaism</li> <li>• a few key beliefs of Reform Judaism.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | <p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure about important features associated with Reform Judaism. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• some basic ideas linked to Reform Judaism</li> <li>• key characteristics of Reform</li> <li>• new developments linked to Reform such as assimilation and interfaith issues.</li> </ul>  |
| <b>Level 4</b>     | 16-21      | <p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the distinctive features of Reform Judaism. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the context of the emergence of Reform Judaism</li> <li>• changes associated with notions of authority and revelation</li> <li>• distinctive features linked to beliefs about the chosen people and relationships with Gentiles and assimilation</li> <li>• contributions of key scholars and selected teachings of rabbis.</li> </ul> |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>14 (a)</b>      | <b>(ii)</b> | (9)  |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>• one or two ideas about Reform Judaism .</li> </ul>  |
| <b>Level 2</b>     | 3-4         | <p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• key features of Reform</li> <li>• distinctive features of one other Jewish movement.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | <p>Candidates may focus on the evaluative part of the question setting out evidence and reasons related to the differences between Reform and one other Jewish movement. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• there are important differences between Reform beliefs and one other Jewish movement</li> <li>• there are significant differences between Reform customs and practices compared to one other Jewish movement</li> <li>• there are unresolved differences between their respective views about women.</li> </ul>   |
| <b>Level 4</b>     | 7-9         | <p>Candidates are likely to display explicit evidence of argument focused on the main differences between Reform and one other Jewish movement. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• some differences are more important than others</li> <li>• there are significant diverse traditions within Reform</li> <li>• there are underlying areas of significant agreement between the two Jewish movements</li> <li>• scholarly debates add to an understanding of these issues.</li> </ul> |

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>14 (b)</b>      | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of Orthodoxy.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | Candidates may identify some relevant information showing a basic awareness of Orthodox Judaism. Candidates may give an account of: <ul style="list-style-type: none"> <li>• some basic views associated with Orthodoxy</li> <li>• a few ideas about Reform Judaism.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to Orthodoxy and Reform. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of Orthodox practices</li> <li>• fundamental aspects of Orthodox beliefs</li> <li>• basic ideas related to Orthodox views about Reform Judaism.</li> </ul>   |
| <b>Level 4</b>     | 16-21      | Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on Orthodox responses to Reform Judaism. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the early relationships between Orthodoxy and Reform Judaism</li> <li>• critical responses of Orthodoxy to Reform</li> <li>• potential areas of agreement and some contemporary issues</li> <li>• scholarly contributions to this topic.</li> </ul> |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>14 (b)</b>      | <b>(ii)</b> | (9)   |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | Candidates may present a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> <li>• one or two aspects of Orthodoxy.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> <li>• some simple differences between Orthodoxy and Reform Judaism</li> <li>• a basic interpretation of views about the Torah.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | Candidates may focus on the evaluative part of the question setting out evidence and reasons concerning the major division between Orthodoxy and Reform Judaism. Candidates may argue that: <ul style="list-style-type: none"> <li>• there are some beliefs fundamental to Orthodoxy</li> <li>• a distinctive feature concerns the status of the Torah</li> <li>• Reform may have a different interpretation about the Torah.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | Candidates are likely to display explicit evidence of argument focused on the view that the infallibility of the Torah is the major division between Orthodoxy and Reform Judaism. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> <li>• the context of the development of Reform away from Orthodoxy involved different views about the infallibility of the Torah</li> <li>• there are a range of interpretations about the infallibility of the Torah within Orthodoxy</li> <li>• there are complications about this fundamental belief across Reform Judaism and hence it is problematic to argue that this constitutes the major division between these two traditions</li> <li>• scholarly debates contribute to this issue.</li> </ul> |

## Sikhism

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>15 (a)</b>      | <b>(i)</b> | (21)   |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> <li>• inter-religious tension between Hindus and Muslims</li> </ul>   |
| <b>Level 2</b>     | 6-10       | Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> <li>• Guru Nanak's promotion of the importance of a worldly, householder life for spiritual practice in the context of a contrast with existing religious traditions which celebrated asceticism as an esoteric practice and</li> <li>• his inclusive approach to different faith traditions in the context of inter-religious tensions.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | Candidates may provide a range of accurate and relevant knowledge, highlight some main ideas and use some technical terms focusing on the demands of the question such as: <ul style="list-style-type: none"> <li>• evidence from the Janam Sakhis</li> <li>• accounts that explain the significance of particular practices developed in Kartarpur such as the langar</li> <li>• the religious experience of Guru Nanak.</li> </ul>   |
| <b>Level 4</b>     | 16-21      | Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> <li>• an understanding of the significance of key ideas such as jivan mukti</li> <li>• evidence of particular accounts from the Janam Sakhis cross-referenced with his hymns, e.g. the encounter with the Siddhas</li> <li>• evidence of prevailing Hindu and Muslim practices in the writings of Guru Nanak</li> <li>• evidence of prevailing Hindu and Muslim practices and responses to Guru Nanak, e.g. by Bhai Gurdas.</li> </ul> |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>15 (a)</b>      | <b>(ii)</b> | <b>(9)</b>  |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | Candidates may present a basic argument with reference to his importance: <ul style="list-style-type: none"> <li>• as the founder of the religion.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | Candidates may clarify a basic argument setting out a range of views contrasting: <ul style="list-style-type: none"> <li>• his role as the founder with</li> <li>• the impact of later Gurus such as Guru Gobind Singh.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language such as: <ul style="list-style-type: none"> <li>• janam sakhi accounts of his importance</li> <li>• the role of later Gurus in building upon his teachings, e.g. using the nom de plume 'Nanak'</li> <li>• a possible contradiction the between khalsa and the disapproval of religious rules by Guru Nanak.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | Candidates may display explicit evidence of argument focused on the question and deploy a range of technical vocabulary to develop points such as: <ul style="list-style-type: none"> <li>• the origin of Sikh identity</li> <li>• the development of practices Guru Nanak established</li> <li>• the alleged tension between the Sikh code of conduct and Guru Nanak's apparent rejection of religious ritual</li> <li>• 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, especially Guru Hargobind.</li> </ul> |

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>15 (b)</b>      | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> <li>its compilation and signed approval by Guru Arjun in 1604.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> <li>a chain of transmission of sacred texts</li> <li>theological ideas such as the role and meaning of 'Guru'.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | Candidates may provide a range of accurate and relevant knowledge, highlight some main ideas and use some technical terms focusing on the demands of the question such as: <ul style="list-style-type: none"> <li>the chain of transmission, the process of authenticating copies and the issue of variant copies</li> <li>material on the process of becoming Guru may focus on the nature of Guruship</li> <li>the process by which succession was demonstrated.</li> </ul> Candidates will be credited with a selection of one of these process and one of the Guruship themes provided the quality of analysis is at the appropriate level. |
| <b>Level 4</b>     | 16-21      | Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> <li>the chain of transmission, the process of authenticating copies and the issue of variant copies</li> <li>material on the process of becoming Guru may focus on the nature of Guruship</li> <li>the process by which succession was demonstrated, noting that some hymns explicitly reinforce claims to succession</li> <li>using scholarly contributions with a proficient use of terms like the Adi Granth.</li> </ul>               |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>15 (b)</b>      | <b>(ii)</b> | <b>(9)</b>  |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a basic argument with reference to its importance:</p> <ul style="list-style-type: none"> <li>• as the 'living Guru' with some practical examples of how this status is expressed, such as in the organisation of the diwan.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | <p>Candidates may clarify a basic argument setting out a range of views contrasting:</p> <ul style="list-style-type: none"> <li>• the various functions of the Guru Granth Sahib with</li> <li>• the function of the Rahit Maryada.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | <p>Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language to include points such as:</p> <ul style="list-style-type: none"> <li>• how the Guru Granth Sahib is central to Sikh teachings and practices</li> <li>• as an inspiration for devotional practice and worship</li> <li>• recognise that the Rahit Maryada provides the code of conduct for daily living.</li> </ul>   |
| <b>Level 4</b>     | 7-9         | <p>Candidates may display explicit evidence of argument focused on the question and deploy a range of technical vocabulary to develop points such as:</p> <ul style="list-style-type: none"> <li>• the role of the Guru Granth Sahib as essentially a book of spiritual enlightenment and devotion, and not a manual of daily practice.</li> <li>• Role of the Rahit Maryada to provide rules for daily living</li> <li>• Role of the Guru Khalsa Panth as equally authoritative as the Guru Granth Sahib</li> <li>• The importance of other scriptural sources such as the writings of Bhai Gurdas, Bhai Nand Lal and the Dasam Granth.</li> </ul> |

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>16 (a)</b>      | <b>(i)</b> | <b>(21)</b>   |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> <li>• morning devotions, with little or no recognition of them as means to draw closer to God.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> <li>• refer to union with God as the goal of the Sikh way of life</li> <li>• describe some examples of practice, such as the recommended daily pattern of devotions as the means of achieving it.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | Candidates may provide a range of accurate and relevant knowledge, highlight some main ideas and use some technical terms focusing on the demands of the question such as: <ul style="list-style-type: none"> <li>• an accurate definition of mukti</li> <li>• Nam japna, including daily prayers</li> <li>• some recognition of other factors which contribute to, or are necessary for mukti, such as moral living.</li> </ul>  |
| <b>Level 4</b>     | 16-21      | Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> <li>• the concept of mukti, as union with God, and its centrality in Sikh teaching</li> <li>• explanation of the underlying principles of meditation on the Sat Nam</li> <li>• rejection of external religiosity</li> <li>• living a moral life based on such principles as sewa as the essential basis of union with God.</li> </ul> |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>16 (a)</b>      | <b>(ii)</b> | <b>(9)</b>  |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | <p>Candidates may present a basic argument affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view, such as:</p> <ul style="list-style-type: none"> <li>public worship is more important because if a person attended all services in the gurdwara they would perform all the daily prayers, but also some more.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | <p>Candidates may clarify a basic argument setting out a range of views contrasting:</p> <ul style="list-style-type: none"> <li>the recommendation to remember God with every breath which some Sikhs interpret to mean the use of mantras in private devotion with</li> <li>the recommendation to worship in congregation.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | <p>Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language to include points such as:</p> <ul style="list-style-type: none"> <li>worship in the gurdwara includes elements of sewa as well as prayer, so it is far more efficient as a means to gather merit than private devotion</li> <li>Nam japna is supposed to be at all times; therefore, it must take place outside of the gurdwara, for example, at a place of work</li> <li>the example of bhagats and saints who performed private devotion.</li> </ul>   |
| <b>Level 4</b>     | 7-9         | <p>Candidates may display explicit evidence of argument focused on the question and deploy a range of technical vocabulary to develop points such as:</p> <ul style="list-style-type: none"> <li>devotion without understanding will not contribute to a better way of life. Since understanding is more easily obtained through discussion in the gurdwara worship there may be more important than private devotion</li> <li>comparing devotion to some of the other principles/rules for living and cultivating virtue observed by Sikhs, such as sewa. Devotion will not lead to merit without supportive action</li> <li>mukti is not obtained through merit alone, but through grace, which will transform people but more easily acts in the heart of the virtuous</li> <li>Therefore, candidates may set their discussion of devotion in the context of developing the virtuous tendencies that may further a relationship with the divine in response to grace and also the need for understanding.</li> </ul> |

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>16 (b)</b>      | <b>(i)</b> | (21)   |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> <li>• maintaining the panj kakke.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> <li>• a description of the kurehats and prescriptions, including the nitnem</li> <li>• limited discussion of the communal obligations of the khalsa.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | Candidates may provide a range of accurate and relevant knowledge, highlight some main ideas and use some technical terms focusing on the demands of the question such as: <ul style="list-style-type: none"> <li>• personal obligations such as the nitnem</li> <li>• communal obligations, including the need to worship in congregation</li> <li>• national obligations, e.g. encouraging one's spouse to join the community or to learn the language .</li> </ul>        |
| <b>Level 4</b>     | 16-21      | Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> <li>• the obligation to serve and to share</li> <li>• the importance of family life</li> <li>• the specification of the flag</li> <li>• procedures for governing the khalsa commonwealth, e.g. the mechanism for resolving disputes in local congregations.</li> </ul> |

| Question Number           |             | Indicative content  |
|---------------------------|-------------|---|
| <b>16 (b)</b>             | <b>(ii)</b> |   |
| <b>Indicative content</b> |             |   |
| Level                     | Mark        | AO2   |
| <b>Level 1</b>            | 1-2         | <p>Candidates may present a basic argument for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view such as:</p> <ul style="list-style-type: none"> <li>• only members of the khalsa are real Sikhs.</li> </ul>  |
| <b>Level 2</b>            | 3-4         | <p>Candidates may clarify a basic argument setting out a range of views contrasting:</p> <ul style="list-style-type: none"> <li>• a descriptive account of 'identity' in terms of the panj kakke and 'discipline' in terms of the Rahit Maryada and may assert, with suitable examples, that Sikhism is based on the khalsa, with</li> <li>• the view that the Sikh religion existed before the khalsa.</li> </ul>  |
| <b>Level 3</b>            | 5-6         | <p>Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language to include points such as:</p> <ul style="list-style-type: none"> <li>• the khalsa is holding back young Sikhs who are not able to fully participate because of its demands regarding external appearance</li> <li>• the khalsa appearance puts off potential converts to the faith</li> </ul> <p>the particular khalsa identity and discipline sits at odds with Guru Nanak's teachings against particular dress codes, prayer times, etc.</p>   |
| <b>Level 4</b>            | 7-9         | <p>Candidates may display explicit evidence of argument focused on the question and deploy a range of technical vocabulary to develop points such as:</p> <ul style="list-style-type: none"> <li>• the context of Sikh repudiation of exclusivist approaches to achievement of mukti and to debate whether this implies that any form of discipline and identity, for example, that of the khalsa is unnecessary</li> <li>• comparing other sources of identity and discipline, for example, the Guru Granth Sahib with the rahit maryada as boundary markers for the community</li> <li>• the need for updating of the Rahit Maryada due to changing circumstances</li> <li>• the permissive approach to interpretation of the Rahit Maryada which makes it a document to provide unity in orthopraxis around Guru Gobind Singh's Guru, the khalsa, rather than uniformity and orthodoxy.</li> </ul> |

## New Testament

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>17 (a)</b>      | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | <p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings in Jesus' encounter with Zacchaeus, whilst for the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | <p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to show a basic awareness of issues such as the dangers of dependence on material wealth, illustrated by a simple reference to a parable or block of teaching</li> <li>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.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | <p>At this level:</p> <ul style="list-style-type: none"> <li>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</li> <li>candidates may make reference to the blessings and woes (the Sermon on the Plain)</li> <li>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.</li> </ul> |
| <b>Level 4</b>     | 16-21      | <p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates may refer to a wider range of episodes, such as the conversation with the Rich Young Ruler or the parable of the Rich Man and Lazarus</li> <li>they may consider wider issues of spiritual wealth and poverty</li> <li>for the Fourth Gospel, they may consider the relationship of the sayings to other sayings and teachings in the gospel</li> <li>they may consider how they relate to wider issues such as discipleship and replacement theology.</li> </ul>   |

| Question Number    |             | Indicative content  |
|--------------------|-------------|---|
| <b>17 (a)</b>      | <b>(ii)</b> | <b>(9)</b>  |
| Indicative content |             |   |
| Level              | Mark        | AO2   |
| <b>Level 1</b>     | 1-2         | <p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to offer confessional teaching, but it will typically lack depth and useful comment whilst for the Fourth Gospel, candidates may discuss the context of the sayings with little or no reference to background, context, or the views of scholars.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | <p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to offer some discussion about the implied criticism of the wealthy and rejection of the idea that material wealth is a blessing from God</li> <li>for the Fourth Gospel, candidates may offer some general comment on Jesus's relationship with the disciples and authorities, and his criticism of Israel as failing to be God's chosen Vine.</li> </ul>   |
| <b>Level 3</b>     | 5-6         | <p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to put God before material wealth, and implied criticism of the Jewish authorities' attitude to poverty and need</li> <li>they may offer comment on textual narrative and its application to Judaism at the time</li> <li>for the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy, criticism of the authorities, replacement theology.</li> </ul>                  |
| <b>Level 4</b>     | 7-9         | <p>At this level:</p> <ul style="list-style-type: none"> <li>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</li> <li>for the Fourth Gospel, candidates may refer to the responses of the authorities who see Jesus' teaching as a challenge to their own authority</li> <li>they may highlight how Jesus fulfils scripture and prophecy</li> <li>views of scholars are likely to be used with confidence.</li> </ul> |

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>17 (b)</b>      | <b>(i)</b> | (21)   |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | <p>At this level:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | <p>At this level candidates may typically show a simple awareness of the significance of the miracles and their place in the relevant gospel:</p> <ul style="list-style-type: none"> <li>• they may tackle only one incident, or simply re-tell the story, but with a little more detailed understanding</li> <li>• some evidence of an awareness of the background issues and context is likely at this level.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | <p>At this level:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• some scholarly views may be utilised.</li> </ul> |
| <b>Level 4</b>     | 16-21      | <p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus</li> <li>• for the Fourth Gospel, candidates are likely to understand the role the signs play in revealing who Jesus is</li> <li>• for Luke, candidates are likely to identify the relationship between these miracles and themes of outcasts and discipleship</li> <li>• use of scholarship and an awareness of the whole gospel will be typical.</li> </ul>                  |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>17(b)</b>       | <b>(ii)</b> | <b>(9)</b>   |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | <p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether they were at the heart of his ministry.</li> </ul>   |
| <b>Level 2</b>     | 3-4         | <p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may typically display a basic evaluation of these miracles, but they are likely still to have failed to draw out the full implications of whether they were at the heart of Jesus' ministry</li> <li>• they may make reference to other miracles/signs in the appropriate gospel to support their views.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | <p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may typically show a greater awareness of the role of miracles in Jesus' ministry, perhaps by reference to their Christological nature</li> <li>• they may increasingly draw on material from elsewhere in the gospel and some evaluation of the claim is likely to be evident</li> <li>• some suggestions may be made as to what else, if anything, may also be at heart of his ministry.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | <p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to offer some clear assessment of the role of miracles and their significance in his ministry overall</li> <li>• they may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles are used in conflict scenes in the gospels</li> <li>• use of scholars is likely to be confident</li> <li>• balanced evaluation of the claim is likely to be evident including a clear reference to the wording of the question.</li> </ul> |

| Question Number    |            | Indicative content  |
|--------------------|------------|---|
| <b>18(a)</b>       | <b>(i)</b> | (21)  |
| Indicative content |            |   |
| Level              | Mark       | AO1   |
| <b>Level 1</b>     | 1-5        | <p>At this level:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <b>Level 2</b>     | 6-10       | <p>At this level:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• for the Fourth Gospel, candidates may tackle one conversation only, or fail to grasp the meaning of both. Some inaccuracies may be evident.</li> </ul>   |
| <b>Level 3</b>     | 11-15      | <p>At this level:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates may typically refer to textual narrative and examples of Sabbath incidents without relying on re-telling.</li> <li>• the views of scholars are likely to be evident at this level</li> <li>• 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.</li> </ul>  |
| <b>Level 4</b>     | 16-21      | <p>At this level:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates are likely to highlight important teachings and examples, and to extract something of their implications for Jesus' ministry</li> <li>• they are likely to be able to build on the evidence of the whole gospel</li> <li>• 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</li> <li>• some accurate knowledge of the status of women at this time is likely to distinguish candidates.</li> </ul> |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>18 (a)</b>      | <b>(ii)</b> | <b>(9)</b>   |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | <p>At this level:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>Level 2</b>     | 3-4         | <p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to evaluate basic teaching and make some reference to the views of Judaism</li> <li>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.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | <p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to make some evaluation of Jesus' teaching compared with that of Judaism, highlighting some similarities and differences</li> <li>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</li> <li>some scholarly views are likely to emerge.</li> </ul>  |
| <b>Level 4</b>     | 7-9         | <p>At this level:</p> <ul style="list-style-type: none"> <li>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.</li> <li>some fuller understanding of OT background and Jewish context is likely to be evident</li> <li>scholarly views are likely to be developed</li> <li>candidates are likely to give a balanced response to the question, suggesting how significant this difference may have been in relation to the gospel as a whole, to Jesus' hearers, the early church, or Christians today.</li> </ul> |

| Question Number    |            | Indicative content   |
|--------------------|------------|--|
| <b>18 (b)</b>      | <b>(i)</b> | (21)   |
| Indicative content |            |  |
| Level              | Mark       | AO1  |
| <b>Level 1</b>     | 1-5        | <p>At this level:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |
| <b>Level 2</b>     | 6-10       | <p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show a greater awareness of particular demands such as following Jesus, commitment and the dangers of discipleship</li> <li>• they may just tackle one demand, but at greater depth, though some may still rely on re-telling the narrative.</li> </ul>  |
| <b>Level 3</b>     | 11-15      | <p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to provide some specific examples of teaching regarding the demands of discipleship, such as calling narratives, warnings about persecution, and the disciples' mission to the world</li> <li>• for the Fourth Gospel, reference to the teaching of the Farewell Discourses may be evident</li> <li>• some understanding of the relationship of this material to the whole gospel may be evident as well as the views of scholars.</li> </ul> |
| <b>Level 4</b>     | 16-21      | <p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to highlight several issues relating to the demands of discipleship, drawing on teaching, parables and episodes</li> <li>• examples of named disciples may be employed</li> <li>• important issues such as witness, new life, the Spirit and dependency on Jesus are likely to emerge</li> <li>• there is likely to be little or no re-telling of the textual narrative.</li> </ul>   |

| Question Number    |             | Indicative content   |
|--------------------|-------------|--|
| <b>18 (b)</b>      | <b>(ii)</b> | (9)  |
| Indicative content |             |  |
| Level              | Mark        | AO2  |
| <b>Level 1</b>     | 1-2         | At this level: <ul style="list-style-type: none"> <li>it is likely that candidates may make some simple narrative reference to the activities of the Twelve.</li> </ul>  |
| <b>Level 2</b>     | 3-4         | At this level: <ul style="list-style-type: none"> <li>candidates are likely to show a greater awareness of the example of the Twelve as disciples and of their failures in this role</li> <li>there may still be simple textual narrative and some misunderstanding of the overall importance of their role.</li> </ul>  |
| <b>Level 3</b>     | 5-6         | At this level: <ul style="list-style-type: none"> <li>candidates are likely to show some understanding of the various roles of the Twelve, their successes and failures</li> <li>some reference to scholars is likely to be present</li> <li>candidates are likely to show some understanding of the importance of the word 'crucial' and relate it to relevant textual material.</li> </ul>   |
| <b>Level 4</b>     | 7-9         | At this level: <ul style="list-style-type: none"> <li>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</li> <li>they will typically make a clear attempt to evaluate the relative importance of their role</li> <li>some reference may be made to how far the Twelve represent future disciples</li> <li>some candidates may consider whether it is wrong to think of the Twelve as a defining group.</li> </ul> |

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