

Mark Scheme (Results) January 2011

GCE

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>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with mainly random and unorganised detail; imprecisely expressed.</p> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> <p>Low Level 1: 1 mark 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>Mid Level 1: 2-3 marks 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>High Level 1: 4-5 marks some accurate and relevant information; an attempt to organise this within a structure; some broad but relevant generalisations with occasional detail; a valid response to the task, but lacking clarity or focus</p>	1-5

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

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

Assessment Objective 2

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

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

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

Philosophy

Question Number		Indicative content
1 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two problems with the design argument.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the design argument. Candidates may give an account of: <ul style="list-style-type: none"> • problems of evidence • a scientific version of the cosmos.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to faults in the argument. Candidates may examine: <ul style="list-style-type: none"> • interpretations of empirical reasoning • weaknesses in analogical reasoning • a few general points about criticisms from contributors such as Hume.
Level 4	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 weaknesses of the argument. Candidates may examine: <ul style="list-style-type: none"> • weaknesses within the argument such as reasoning about empirical material relating to claims about a metaphysical Creator • scholarly contributions regarding problems such as Hume, Mill • alternative interpretations such as Darwin, Dawkins • the ambiguity of evidence and reasoning which does not supply a proof.

Question Number		Indicative content
1 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> • one or two strengths of the design argument.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • support from empirical evidence regarding an ordered cosmos • reasons related to the different purposes of scientific and religious explanations.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the strength of the design argument. Candidates may argue that: <ul style="list-style-type: none"> • philosophers show the merits of the explanatory power of this argument • the cumulative range of views adds support to the strengths • some scientific types of reasoning cohere with the design argument.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the strengths of the argument. 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"> • the structure, premise, stages within the argument and conclusion all add philosophical rigour to the argument vis-a-vis its weaknesses • various refinements have been made that counteract various criticisms, such as Tennant's and Swinburne's amended versions • the design hypothesis is a sound inductive argument leading to a probable conclusion • the weaknesses compared to the strengths leads to the balance of probability resting with the design argument.

Question Number		Indicative content
1 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than three bullet points read all and credit the best three. If candidates examine less than three bullet points they cannot normally proceed beyond level 2.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two of the terms at a simple level.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • an account of these terms with reference to one or two key ideas • the argument with passing reference to these terms.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may present: <ul style="list-style-type: none"> • a focused examination of the three expressions • an analysis of key concepts • an understanding of the significance of these terms within the cosmological argument.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • the context of these terms within the cosmological argument • significant ideas within these terms • scholarly contributions to an understanding of these terms such as Aquinas, Copleston • the implications of these terms for the conclusion of the argument.

Question Number		Indicative content
1 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may give an account of: <ul style="list-style-type: none"> • one or two weaknesses of the argument.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • some strengths of the argument • some weaknesses of the argument.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may: <ul style="list-style-type: none"> • select some key strengths and weaknesses of the argument • consider the respective key issues arising from this appraisal • select significant topics open to on-going debate.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • marshal the views to consider the claim that the cosmological argument is open to debate • consider alternative positions such as the view that the argument is trustworthy • refer to scholarly contributions • put forward a justified conclusion regarding the claim that there are no firm conclusions.

Question Number		Indicative content
2 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than one solution read all the material and credit the best one.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may: <ul style="list-style-type: none"> • give a descriptive account of one solution.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • a basic exposition of the problem of suffering • a simple version of one solution.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the quotation in a structured manner • one solution in order to highlight its key features • the ways in which the solution address the problem identified by the quotation.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • the key concepts in the quotation • the devastating nature of the problem • in a structured manner the key ideas in one solution • draw on scholarly contributions.

Question Number		Indicative content
2 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple response. Candidates may describe: <ul style="list-style-type: none"> • one or two features of an alternative solution.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • a few strengths and weaknesses of an alternative solution • a view about the merits or otherwise of the solution.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may argue: <ul style="list-style-type: none"> • for and against the alternative solution • about debates about various key topics such as free will defence, suffering as a necessary means to goodness • for a conclusion that is a considered judgement on the key issues.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates may display a careful analysis of alternative views supported by reasoned argument. Candidates may argue: <ul style="list-style-type: none"> • about the justification of the various strengths and weaknesses • about refinements to the solution and whether some versions may be stronger than others • about the merits or otherwise of scholarly contributions • for a justifiable conclusion that explicitly addresses the question.

Question Number		Indicative content
2 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may write: <ul style="list-style-type: none"> • a descriptive account of miracles.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • one or two definitions of miracles • basic evidence to believe in them.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • selected key concepts of miracles • evidence to believe in miracles • reasons to support these beliefs.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • scholarly contributions concerning key concepts of miracles such as Aquinas, Hume, Swinburne, Wiles • the significance of ways in which different definitions of miracles impact on their credibility such as Locke • a coherent account of reasons to believe in miracles such as principles of credibility and testimony • the significance of the place of belief in miracles within religious systems.

Question Number		Indicative content
2 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple response. Candidates may <ul style="list-style-type: none"> describe one or two weaknesses of miracles.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> some basic problems with evidence associated with miracles basic reasons for doubting miracles.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may argue that: <ul style="list-style-type: none"> there are conceptual problems with definitions such as laws of nature belief in miracles poses difficult problems for religious belief some of Hume's criticisms are strong.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. 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"> scholarly debates raise substantial problems with belief in miracles such as Hume's points these problems may be countered by alternative responses such as those of Swinburne this type of debate requires a weighing up of probabilities the point of view in the question is justifiable or otherwise supported by reasoned argument and a well-founded conclusion.

Ethics

Question Number		Indicative content
3 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates are likely to demonstrate little understanding of the issue raised by the question and what it means for morality to be dependent on religion: <ul style="list-style-type: none"> they may make simple reference to religious rules such as the Ten Commandments.
Level 2	6-10	At this level candidates may identify simple but accurate reasons to explain the view: <ul style="list-style-type: none"> they may consider the role of biblically based moral teaching they may suggest that religious authorities have a key role to play in communicating moral teaching.
Level 3	11-15	At this level, candidates are likely to demonstrate a clear understanding of the possible reasons why morality may be dependent on religion: <ul style="list-style-type: none"> they may refer to the need for humans to be guided in moral decision making they may refer to related theories such as Natural Moral Law they may refer to related proofs such as Aquinas' Fourth Way.
Level 4	16-21	At this level candidates are likely to be able to identify a significant range of reasons why morality may be dependent on morality: <ul style="list-style-type: none"> they may discuss different ways of understanding the relationship between religion and morality they may give relevant and well explained examples of how religious morality is applied they may suggest ways in which secular morality has failed to be persuasive they may include reference to other scholars, such as Kant's moral argument.

Question Number		Indicative content
3 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates are likely to struggle to raise any new material and are likely to rely on basic repetition of ideas from (i).
Level 2	3-4	At this level candidates may raise one or more simple reasons to explain why argument in favour of the dependency of morality on religion may be unsuccessful: <ul style="list-style-type: none"> • they may refer to the claim that religious morality is outdated • they may suggest that religious morality is not relevant to most people.
Level 3	5-6	At this level candidates may develop these reasons further: <ul style="list-style-type: none"> • they may consider problematic examples of religious morality • they may offer arguments in favour of the view that morality is not dependent on religion • they may include the work of scholars, such as R A Sharpe to support this view.
Level 4	7-9	At this level it is likely that candidates will have recognised the implications of the question for religious morality: <ul style="list-style-type: none"> • they may suggest that there are serious flaws with some expressions of religious morality and include well chosen examples • they may offer well developed arguments in favour of the independency of morality from religion • they are likely to evaluate some of the arguments in support of religious morality • a balanced conclusion is likely to be drawn.

Question Number		Indicative content
3 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates are likely to draw on a limited range of material: <ul style="list-style-type: none"> it is unlikely they will have any clear understanding of the wider context of utilitarianism and may depend on simplistic case study material.
Level 2	6-10	At this level, candidates may struggle to identify and express key features of the theory fluently and the answer may have a disjointed feel: <ul style="list-style-type: none"> they are likely to discuss a limited range of characteristics and may focus entirely on Bentham and Mill they may offer simple suggestions as to why it may be a persuasive theory, but the answer is likely to be dependent on basic details of the theory.
Level 3	11-15	At this level candidates may offer a wider range of features of utilitarianism without dealing with them in depth: <ul style="list-style-type: none"> they may offer some suggestions as to why the theory may be deemed strong some consideration of its background and influences may emerge case studies may be used, but with some critical awareness of their significance rather than anecdotally.
Level 4	16-21	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: <ul style="list-style-type: none"> 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 persuasiveness it is likely that candidates will make reference to the teleological nature of the theory, such as issues of consequentialism and acting as a means to an end. candidates are likely to display some knowledge and understanding of utilitarianism within its social context Bentham and Mill are likely to feature prominently, but at this level candidates may also make reference exclusively or additionally to other forms of utilitarianism.

Question Number		Indicative content
3 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates may offer a simple criticism of Utilitarianism.
Level 2	3-4	At this level, candidates may struggle to incorporate new information or to reach a balanced conclusion: <ul style="list-style-type: none"> • consideration of whether the weaknesses outweigh the strengths is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct • at the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory.
Level 3	5-6	At this level, candidates may rely on some repetition of material from (i) but will still maintain a clear line of argument in terms of whether the criticisms invalidate the theory: <ul style="list-style-type: none"> • candidates may consider a wider range of problems raised by the theory • they may offer some argument in continued support of Utilitarianism • they are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the claim.
Level 4	7-9	Candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (i): <ul style="list-style-type: none"> • a range of weaknesses will be identified and used as the basis of a genuine attempt at evaluation • a reasoned and balanced argument which may conclude in any valid direction is likely to be presented • candidates are likely to make direct reference to the wording of the question • at this level candidates are likely to avoid falling back on extensive case study material.

Question Number		Indicative content
4(a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, candidates are likely to address a very limited range of ideas associated with just war: <ul style="list-style-type: none"> they may rely on GCSE level retelling of the principles of Just War Theory and will show little awareness of the deeper principles behind it.
Level 2	6-10	Candidates at this level are likely to refer to a narrow range of ideas associated with Just War Theory: <ul style="list-style-type: none"> candidates may struggle to relate 'justified' with Just War Theory they may refer to one version or a limited number of conditions of the Just War Theory.
Level 3	11-15	Candidates at this level are likely to show a good understanding of a range of approaches to Just War: <ul style="list-style-type: none"> they may refer to a wider range of Just War principles candidates may show some understanding of how the theory developed they may make some references to modern day applicability of the Just War Theory.
Level 4	16-21	At this level candidates are likely to be able to deal confidently with a range of issues associated with the Just War Theory: <ul style="list-style-type: none"> they are likely to have a secure knowledge of at least one form of the Just War Theory and most of its features candidates 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. some examples of modern warfare may be appropriately applied particular wars may be offered as illustrations of the need to justify defensive responses, for example, or to protect human rights.

Question Number		Indicative content
4 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates are likely to make a simple reference to one or two reasons why going to war cannot be justified.
Level 2	3-4	Candidates at this level are likely to consider a limited range of issues which may support the view that there are never good reasons to go to war: <ul style="list-style-type: none"> • candidates may consider one or more standard objections to the Just War Theory • some consideration may be given of the teaching of Jesus on pacifism.
Level 3	5-6	At this level, candidates may consider both sides of the argument: <ul style="list-style-type: none"> • they may consider a wider range of biblical material on the issue • they may offer some specific church teaching • they may give examples of well known religious thinkers who have offered a stance on war.
Level 4	7-9	At this level, candidates are likely to reach a balanced conclusion: <ul style="list-style-type: none"> • they may raise issues of conscience and changing social attitudes to war • consideration may be given to the problems of misunderstanding or misapplying religious teaching or of following the commands of religious leaders in these matters • they may suggest that the Just War Theory is not applicable in cases of modern warfare • they may suggest that, nevertheless, some wars can still be justified

Question Number		Indicative content
4 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than two ways read all and credit the best two. If candidates examine one way they cannot normally proceed beyond level 2.
Level 1	1-5	At this level: <ul style="list-style-type: none"> • candidates may present a simple case study or narrative scenario and a simplistic explanation of a way in which religious beliefs may be used in its resolution. For example, they may suggest that belief in the inerrancy of God's word provides a simple means of resolution.
Level 2	6-10	At this level candidates are likely to identify one or more issues in sexual ethics: <ul style="list-style-type: none"> • narrative and/or case study may be evident and candidates may typically rely on general principles rather than specifically religious approaches. • candidates are likely to offer one or more ways of solving the dilemma posed, but they may not be equally balanced. Candidates who offer only one way of resolving the dilemma can reach a ceiling of level two.
Level 3	11-15	At this level candidates typically will identify clearly defined issues in sexual ethics and be able to explain how they may be addressed by use of religious principles: <ul style="list-style-type: none"> • use of narrative and/or case study is likely to be illustrative rather than anecdotal. • candidates are likely to identify two ways of resolving the dilemma, although at this level they may not be balanced or discussed in equal depth • some reference to scholarly principles and contributions may be made.
Level 4	16-21	At this level, it is likely that candidates will clearly identify issues in sexual ethics: <ul style="list-style-type: none"> • they are likely to refer to two clear ways in which religious beliefs may help resolve the dilemma • at this level, candidates will typically avoid case study, and deal with issues in a scholarly manner • they may consider the contribution of sacred texts and other religious authorities • the role of conscience, faith and obedience to a religious way of life may be considered.

Question Number		Indicative content
4 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates at this level will show little understanding of the implications of the question:</p> <ul style="list-style-type: none"> they may offer a basic response to the issue of whether religious attitudes tend to be old fashioned or inappropriate.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to offer a simple view in support of or opposed to the claim or simple but undeveloped reasons for and against it some case study material may be used to support their answer.
Level 3	5-6	<p>Candidates are likely to demonstrate an understanding of the implications of the question:</p> <ul style="list-style-type: none"> they are likely to offer a balanced, though limited conclusion as to whether religious attitudes to sexual ethics are still valuable to the modern world they are likely to identify reasons for and against the claim made in the question they may make offer examples of attempts to address this issue, such as the Situationist approach of the 1960s.
Level 4	7-9	<p>At this level, candidates are likely to demonstrate a clear understanding of the implications of the question:</p> <ul style="list-style-type: none"> they are likely to offer a balanced argument taking into account reasons for and against the view that religious attitudes to sexual ethics are still valuable in the modern world candidates may offer a range of reasons in support of and opposed to the view, for example, that divine command ethics is absolutist and modern society approves a more relativist approach they may suggest that the range of issues in modern sexual ethics has gone beyond that which religious teaching can hope to address at this level candidates will offer a mature evaluation of these issues.

Buddhism

Question Number		Indicative content
5 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may: <ul style="list-style-type: none"> describe one or two features of the background to the Buddha.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> a few features of the religious context of the Buddha such as Vedic traditions some features of the social context such as migration to towns.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> selective and relevant Vedic culture aspects of the social structure such as kingship and social authority tensions and problems arising from the religious and social structures.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> key themes in Vedic culture such as sacrifices and social hierarchies a range of religious movements such as shramana groups and Jainism demography and economic features that impact on the social context of the Buddha social changes that cause unease and unrest.

Question Number		Indicative content
5 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple response. Candidates may: <ul style="list-style-type: none"> describe a few reactions of the Buddha to his background.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> a few examples of rejected features such as caste some examples of accepted features such as karma.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> the Buddha's attitude to Vedic scriptures and sacrifices rejection of caste and hierarchical structures refinement of common features across these various traditions.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates may display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> the range of rejections and acceptance refinements to beliefs about rebirth and practices such as karma and meditation the central importance given to suffering the idea of a complex relationship, whereby some may argue for a more straightforward relationship such as one of rejection.

Question Number		Indicative content
5 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates present more than four features mark all of them and credit the best four.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the life of the Buddha.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • key features of the life of the Buddha • the material may be generalised and unfocused in terms of key features.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • four key features with evidence of understanding their importance • the context to these features, such as the background to asceticism • key terms in relation to these features such as arahat, Mara.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • key features such as the four sights, asceticism, enlightenment, death • the significance of the context required for an understanding of these features • the implications of these features for an understanding of the teaching of the Buddha • scholarship in relation to the life of the Buddha including issues of historicity.

Question Number		Indicative content
5 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may: <ul style="list-style-type: none"> describe one or two Buddhist attitudes to the Buddha.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> ideas about the humanity of the Buddha beliefs about the significance of the Enlightenment for Buddhists.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> a range of beliefs about the status of the Buddha the role of Gautama as a model for living the notion that Shakyamuni is not the only Buddha.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> beliefs about the authority of the Buddha significant features in relation to meditation transcendental issues, noting the Buddha is not normally viewed as a 'god' a range of issues related to the Buddha and his Dharma as the model for Buddhist practice.

Question Number		Indicative content
6 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of the Dharma and Sangha.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • an account of the Dharma • an account of the Sangha.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • some key ideas of the Refuge • key features of the Dharma in this context • important features of the Sangha as a Refuge.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • the significance of Refuge within Buddhist thought and practice • meanings of Dharma and significance for Buddhist practice • types of Sangha and implications for laity • the overall significance of 'taking Refuge' within Buddhism.

Question Number		Indicative content
6 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may mention: <ul style="list-style-type: none"> • one or two important features of Dharma and Sangha.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • a simple account of links between Dharma and Sangha • an account of monastic life showing the importance of the Dharma.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the importance of links between Dharma and Sangha • the implications of this relationship for Buddhist practice.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates may display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the context of the Three Refuges within Buddhism • the notion of 'self-effort' and 'following the Dharma' within this context • the complexities of the Sangha/laity relationship and implications of this for an understanding of the place of Dharma • scholarly contributions.

Question Number		Indicative content
6 (b)	(i)	(21)
Indicative content		
Level	Mark	
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of meditation.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • a description of some types of meditation • an account of links between Buddhist teachings and meditation.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • a brief account of the Eightfold Path in order to see the place of meditation • the relationship between some types of meditation and Buddhist morality • the links between some types of meditation and wisdom.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • an overview of the context of meditation including Hindu practices and the life of the Buddha • the reasons why there are links between wisdom and meditation • the evidence for a relationship between Buddhist ethics and meditation • the influence of these links on the development of meditation.

Question Number		Indicative content
6 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may mention: <ul style="list-style-type: none"> • one or two features of the importance of meditation.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • an account of the influence of the teaching of the Buddha on meditation • a basic account of the influence of meditation on mental culture.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • aims such as purification of the mind • the intention to overcome dukkha • the role of meditation on the path to enlightenment.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • a range of different purposes of meditation • the significance or otherwise of these different purposes • the reasons why some types of meditation are more suitable to some specific purposes than other types • scholarly contributions to this topic.

Christianity

Question Number		Indicative content
7 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • of the person and work of Jesus without explicit reference to the Early Church.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • about some Early Church writers such as Athanasius or Arius • or about some councils such as Nicea.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different teachings in a more systematic way. Candidates <ul style="list-style-type: none"> • may include a more detailed understanding of the controversies that led to the formulations of doctrine • may be aware of differences within groupings of the Church • may be aware of the resolutions of Councils.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • a more detailed analysis of the teachings from both sides, with possible mention of homoousios and homoiousios • an understanding of the various issues of the problems surrounding the person of Jesus • different understandings of these teachings • modern Church teaching about the issue.

Question Number		Indicative content
7 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • about the resolution of the issue by Councils but without adequate attention to the question.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • about the important of who Jesus is but in a simple manner • about his significance today.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> • weigh up differing views about the person and work of Jesus • debate whether the work is more significant than the person • achieve this by considering alternative stances.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • an analysis of the effect of the councils resolutions being felt today • effective use of scholarly debate challenging some of these conclusions • weighing up which is more significant for today, his person or his work or whether they are inseparable • a justifiable conclusion.

Question Number		Indicative content
7 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		This mark scheme uses the modern period as an exemplar
		If candidates examine more than one context read all and credit the best one.
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • of the person and work of Jesus without linking this specifically to a historical context.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • about the background details for a context such as Nazi Germany or the Southern states of the USA • about those such as Bonhoeffer or Cone who wrote in these contexts.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different teachings in a more systematic way and may: <ul style="list-style-type: none"> • develop a clearer link between contexts and the people whose contribution they are evaluating • make more reference to say Bonhoeffer or Cone.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • the fact that Cone thought believers needed to become black ontologically • the importance of grace in Bonhoeffer's teaching • how their work has been developed.

Question Number		Indicative content
7 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument and may: <ul style="list-style-type: none"> offer simple comment on the relation between these ideas and Christian belief and practice today.
Level 2	3-4	Candidates may clarify a basic argument and may: <ul style="list-style-type: none"> raise some of the difficulties inherent in the work of Gutierrez or Cone or Bonhoeffer suggest they are universally applicable today.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> include a much wider context of the significance for today demonstrate a much wider scope of implications deal in greater depth with a particular significance present a more detailed understanding of their work.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> developing the discussion in Level 3 referring to subsequent development and with reference to scholarly opinion a justifiable conclusion.

Question Number		Indicative content
8 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • of God as creator • or of God as personal.
Level 2	6-10	Candidates may identify: <ul style="list-style-type: none"> • some key ideas of God as personal or God as Creator with reference to some Biblical texts • some difficulties of relating to God as personal or God as creator.
Level 3	11-15	Candidates are likely to be able to deal clearly with these beliefs in a more systematic way and may: <ul style="list-style-type: none"> • consider the implications of this world as a perfect world • consider divine intervention and miracles • refer to Buber's understanding of God as personal.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • being made in the image of God • ideas of God as personal and God as creator • Buber's "I -Thou " in more detail • issues with reference to scholarly opinion such as to the requirement of love to change in relation to the unchanging nature of God (immutability).

Question Number		Indicative content
8(a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • about belief in God in the modern world.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • about whether to believe in God today or not in a simple manner.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> • refer to the problems raised by scientific accounts of the beginning of the universe • deal with the love of God in creation and in relationship • deal with the issues raised by natural evil and genetic malfunction.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • relating the problem to a Monarchical view of the Trinity with its attendant difficulties, with reference to scholarly opinion • dealing with the problem of how the unchangeable can change, • dealing with the vulnerability of love; candidates may refer to Luther, Moltmann or to philosophers such as Plato or Anselm • a justifiable conclusion.

Question Number		Indicative content
8 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than two practices read all and credit the best two. If candidates examine one practice they cannot normally proceed beyond level 2.
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • of a simple explanation of some of the different forms of the Eucharist in different Churches including frequency of celebration.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • about whether this is viewed as a sacrament or as a memorial • about who is able to act on behalf of the people.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different practices in a more systematic way may: <ul style="list-style-type: none"> • include a more detailed commentary on the difference between viewing the Eucharist as a sacrament and as a memorial • be aware of differences within denominations well as between them.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • a more detailed analysis of the differences • an understanding of the offering of sacrifice and the role of the priest • an understanding of anamnesis • they may refer to modern Church teaching e.g. Schillebeeckx or Rahner.

Question Number		Indicative content
8(b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • about the meanings for different Churches but without adequate attention to the question.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • about the meanings for different Churches in a simple manner.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> • weigh up the respect accorded to the elements of the Eucharist in relation to what is believed about them • debate whether differences of belief always tally with denominational lines • achieve this by considering alternative stances.
Level 4	7-9	Candidates are likely to display explicit evidence of argument Focused on the question. Typically this may be achieved: <ul style="list-style-type: none"> • by an analysis of the different ways practice reflects belief • by effective use of scholarly debate on whether the sacraments are declaratory or efficacious • by discussion of the use of the reserved sacrament for the sick, adoration and viaticum • by a justifiable conclusion.

Hinduism

Question Number		Indicative content
9 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may mention:</p> <ul style="list-style-type: none"> • one or two descriptive features of the Indus Valley culture.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness. Candidates may present:</p> <ul style="list-style-type: none"> • a basic account of the Indus Valley culture • a simple account of possible links to later Hinduism.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • key features of the Indus Valley culture • potential links with later Hinduism such as aspects of Siva • potential links with practices such as yoga.
Level 4	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. Candidates may examine:</p> <ul style="list-style-type: none"> • scholarly contributions about the supposed links • evidence for key themes such as images associated with Siva • evidence of themes such as Sakti worship • evidence of practices associated with ritual purification, symbols of cow images, significance of fire.

Question Number		Indicative content
9 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may mention:</p> <ul style="list-style-type: none"> • one or two features of importance linked to the Indus Valley culture.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> • an account of a few significant features of this period • the view that there is no 'founder' as such of this religious tradition which is a distinctive feature.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> • the complexities of the evidence which has a bearing on interpretations • the significance of no founder, no foundational text • the sheer range of intertwining traditions.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> • the diversity and ambiguities of this topic and implications for subsequent reasoning • a long evolutionary development of Hindu traditions • a range of possible links such as themes associated with sacrifices and social structures based on religious beliefs • scholarly contributions to this debate.

Question Number		Indicative content
9 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two ideas from the Vedic period.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • basic features of the Vedas • simple information about a few themes.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key features of the Vedas as scriptures • major topics such as ritual and sacrifice • notions of hierarchies of gods.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • key features of the context of the Vedas such as shruti • different understandings of what constitute the Vedas and hence implications for its key ideas, including the place of the Upanishads • significant interpretations of sacrifice such as their place in the preservation of the cosmos • scholarly contributions to this topic.

Question Number		Indicative content
9 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may mention: <ul style="list-style-type: none"> • one or two features of the importance of the Vedas.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • a view about the significance of the Vedas • evidence of its status in some Hindu traditions.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • belief in the divine origins of the Vedas • evidence of the status of the Vedas among the higher castes and priests • evidence of greater popularity of smriti scriptures.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • ideas about authority and shruti • the status of Vedas across a number of Hindu traditions • the view that access to the Vedas is limited and in practice not widespread • contributions of scholarship to this debate.

Question Number		Indicative content
10 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than two types of yoga, read all the material and credit the best two. If candidates examine one type they cannot normally proceed beyond level 2.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of yoga.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • a basic account of two types of yoga • a simple account of moksha.
Level 3	11-15	Candidates are likely to select and show an understanding of show and understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key features of one type such as karma yoga • an account of a second type such as bhakti yoga • the links between these types and beliefs about moksha.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • a range of meanings and interpretations of yoga • diverse purposes of yoga such as physical control and liberation • key terms such as moksha, dharma and diverse ways of achieving liberation • scholarly contributions to this topic.

Question Number		Indicative content
10 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may mention: <ul style="list-style-type: none"> • one or two links between yoga and physical exercise.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • an account of links between yoga and physical exercise • the view of the value of yoga in terms of control of breathing and mind control.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the importance or otherwise of hatha yoga • some of the key features of hatha yoga such as self control and as a means to samhadi • the contrasts with other types of aims in yoga.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the considerable diversity of yoga traditions • any ideas of underlying features such as physical discipline • whether or not yoga is primarily physical exercise compared to the various complex aims • scholarly contributions.

Question Number		Indicative content
10 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of a great goddess tradition.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • a basic account of a few features of Sakti tradition • key ideas such as links to the material world.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the relationship between Brahman and Sakti power • images associated with Sakti such as those linked to Saraswati.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • the context of the goddess traditions within some Hindu traditions • key terms such as Mahadevi and distinctive features such as Goddess of Breast compared to Goddess of Tooth • examples of figures such as Sarawati, Lakshmi, Parvati, Durga, Kali • scholarly contributions.

Question Number		Indicative content
10(b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may mention: <ul style="list-style-type: none"> • one or two features which are important to devotees.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • the links between the goddess traditions and male gods • a view about human access to the divine by the dynamic functions of the Sakti traditions.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the importance of the goddess traditions for practice and festivals • the devotion of both male and female followers • the social range of devotees across castes.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the context of the significance of the goddess traditions such as beliefs about Siva • the diverse and ambivalent features within these traditions • the impact of these traditions on both belief and practice • scholarly contributions.

Islam

Question Number		Indicative content
11 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: one or two features of pre-Islamic Arabia.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • an account of the religious context prior to the time of Muhammad • some features of the social context.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • a range of religious features in pre-Islamic Arabia • diverse evidence of social context • key terms such as animism, jinn, Bedouin.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • the overall context of this period including the status of Makkah • significant aspects of religious background such as Zoroastrianism • significant aspects of social context such as the power of the Quraysh • scholarly contributions.

Question Number		Indicative content
11 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may mention: <ul style="list-style-type: none"> • one or two features of polytheism at this time.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • an account of Islamic views about monotheism compared to polytheism • Muslim views about submission to God compared to tribal powers.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • animism and Islamic views about tawhid • ideas about prophecy compared to earlier traditions • notions of ummah compared to earlier social groups.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • issues about the historicity of the pre-Islamic period and interpretation of evidence • the significance of various terms such as henotheism compared to monotheism • aspects of what was rejected and what may have been incorporated into Islamic teachings • scholarly contributions.

Question Number		Indicative content
11 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of Muhammad's life in Madinah.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • a few aspects of Muhammad's successes in Madinah • some features of the conflicts.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key features of the ummah • some features of key battles such as Badr and Uhad • key features of Muhammad's role.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • the context essential to an understanding of this period • development of theocracy and Muhammad as Prophet • Muhammad as Statesman related to battles • scholarly contributions.

Question Number		Indicative content
11 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of importance in this period in Madinah.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • a view about the status of Muhammad • ideas about the importance of the ummah.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • distinctive features of the ummah • Muhammad as the prophet of monotheism • Muhammad the statesman and distinctive features of society.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the range of implications from this period such as theological, social and moral influences • the status of Muhammad as prophet and statesman • other implications for the growth of Islam such as major factors after the death of Muhammad • scholarly contributions.

Question Number		Indicative content
12 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two ideas about Allah.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • basic material on tawhid • a simple account of shirk.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key ideas about tawhid and its significance in the context of the six beliefs • key ideas about shirk as the opposite of tawhid in this context • implications for beliefs about creation and continuous creation.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • the significance of the context of the six beliefs for understanding these terms • key ideas of tawhid and that it is the defining doctrine of Islam • significant ideas about shirk and its implications • scholarly contributions.

Question Number		Indicative content
12 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ways in which tawhid is important.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • basic material on the importance of tawhid for belief • ways in which there may be evidence of shirk.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the foundational importance of the shahadah • the ways in which tawhid pervades Islamic beliefs about creation and revelation • the significant impact of shirk on beliefs about judgement.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the significant context of tawhid underpinning Islamic beliefs • implications for various beliefs such as predestination • the significance of shirk in terms of teachings about a range of religious traditions and implications for practice • scholarly contributions.

Question Number		Indicative content
12 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of the Five Pillars.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • a selected overview of the Five Pillars relevant to the question • basic material about the importance of the Five Pillars.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the idea that the Five Pillars are the basis of Muslim faith • the notion that the Five Pillars influence Islamic belief • specific pillars to elaborate the point about being the foundation such as selected aspects of the shahadah.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • some key terms such as fard (obligatory/compulsory) and evidence of the foundational nature of the Five Pillars • evidence to support the notion of the Five Pillars as basic to Muslim belief • the ways in which the Five Pillars are approached in the Qur'an and the Hadith, such as no evidence of systematic exposition • scholarly contributions.

Question Number		Indicative content
12 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> the importance of the Five Pillars for Muslim practice.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> a view about the significance of the Five Pillars for Muslim practice comments on instances of the influence of these Pillars on specific practices.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> evidence of the influence of the Five Pillars on practice specific key themes such as submission support for the view that the Five Pillars are the sole guide for Muslim practice.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates may display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> the issues raised by the view that there are problems if the Five Pillars are seen as the sole guide for Muslim practice candidates may discuss terms such as 'din' that Islam is a complete way of life coupled with the view that there is no systematic exposition of the Five Pillars in the Qur'an and Hadiths the views for and against the claims regarding the Five Pillars as the sole guide within Islam scholarly contributions.

Judaism

Question Number		Indicative content
13 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may mention:</p> <ul style="list-style-type: none"> • one or two features about the lives of Rashi and Judah Halevi.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness. Candidates may present:</p> <ul style="list-style-type: none"> • basic features of the teaching of Rashi • a simple account of the teaching of Judah Halevi.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • the key features associated with Rashi and his work • the main ideas associated with Judah Halevi and his work on festivals and the Sabbath • the ways in which the teachings shape their respective interests such as Halevi on Greek philosophy.
Level 4	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. Candidates may examine:</p> <ul style="list-style-type: none"> • the key features of the context of these figures and an analysis of terms such as diaspora • the key features of their respective teachings • the range of interest and literary methods across the two figures ranging from close textual analysis to pyyutim • scholarly contributions.

Question Number		Indicative content
13 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two important features associated with these two figures.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • a simple account of basic features of Rabbinic Judaism • a basic consideration of these two figures in this context.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • key features of Rabbinic Judaism • the contributions of these two figures to Rabbinic Judaism • distinctive Jewish concerns during this period.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the hallmarks of Rabbinic Judaism • the original contributions such as Rashi's textual commentary on the Talmud developed by his School • the range of Halevi's contributions including inter-faith issues and the significance of Israel • scholarly contributions.

Question Number		Indicative content
13 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two ideas associated with Maimonides.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • some basic features about Maimonides • a simple account of his major ideas based on scripture.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the range of the teaching of Maimonides from pastoral letters to philosophical enquiries • an abbreviated overview of parts of the 13 Principles of Faith • the underlying themes of the Guide to the Perplexed.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • some of the key sources by Maimonides • the status of scripture and his classifications of Mishnah Torah and the influence of prophetic writings • major philosophical interests including proofs for the existence of God and inter-faith issues • scholarly contributions.

Question Number		Indicative content
13 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer: <ul style="list-style-type: none"> to some features thought to be important about Maimonides.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> a view about his importance in his own time the on-going status of the 13 Principles.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> the significant contributions of Maimonides the universal acclaim of the 13 Principles the range and extent of his influence.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may discuss: <ul style="list-style-type: none"> the view that Maimonides was the most important figure in post-Talmudic Judaism the view that some of the Jewish criticisms made against Maimonides and his responses to these criticisms the view that his encounter with inter-faith issues and philosophy and his underlying commitment to reason scholarly contributions.

Question Number		Indicative content
14 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of Orthodox Judaism.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • a basic account of Orthodox teachings • a simple review of Orthodox practices.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the importance of ideas such as Torah • the value of daily ritual • the importance given to literal interpretations and preservation of customs.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • the status of revelation and the significance of Torah Talmud • key emphases such as distinctive teachings about the Jewish people • the emphases on distinctive practices and contrasts with ideas of modernity • scholarly contributions.

Question Number		Indicative content
14 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two aspects of the importance of Orthodox Judaism.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • evidence of status and influence • reasons for limited influence with other Jewish traditions.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the significant place of Orthodoxy within Judaism • differences about preservation of custom and tradition • different view about the nature of authority in Judaism.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • different types of Orthodox traditions and the variegated nature of Jewish traditions • distinctive teachings and practices of Orthodoxy which may be regarded as definitive of Judaism • important differences between Jewish traditions and Orthodoxy and the significance of these differences • scholarly contributions.

Question Number		Indicative content
14 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features about Reform Judaism.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • a basic account of Reform ideas • a simple account of some Reform practices.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • some changes in Reform such as innovations in the synagogue • adaptations of selected Jewish beliefs • the influence of Reform in various countries such as America.
Level 4	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. Candidates may examine: <ul style="list-style-type: none"> • selected aspects of the context of Reform in order to highlight changes • key developments in some beliefs such as status of Bible and Torah • the importance given to adaptation with reference to selected practices • scholarly contributions especially from some Rabbis.

Question Number		Indicative content
14 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> one or two important features of Reform Judaism.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> a straightforward account of a few ideas which Reform has of other traditions and their beliefs a basic view about Reform's attitudes to other Jewish practices.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> the reasons why Reform differs from some other traditions regarding some beliefs the evidence for different practices and the thinking behind Reform's changes to these practices disputes about the nature of authority in Judaism.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> the context of these differences the rationale of Reform's view towards other forms of Judaism regarding beliefs such as ideas about revelation Reform's views about other types of practices and customs and why there may be differences such as those involving gender issues scholarly contributions.

Question Number		Indicative content
15 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates are likely to demonstrate little understanding of the issue raised by the question: <ul style="list-style-type: none"> they may refer generally to differences and/or similarities between the teaching of Guru Nanak and those of Islam or Hinduism at his time.
Level 2	6-10	At this level candidates are likely to base their answer on specific teachings and practices: <ul style="list-style-type: none"> they may consider Guru Nanak's repudiation of caste beliefs and/or devotion to different deities in Hinduism they may refer to his approval of the unity of God or practice of langar in Islam.
Level 3	11-15	At this level candidates are likely to examine some areas of common ground and difference between Guru Nanak and the traditions <ul style="list-style-type: none"> they may refer to his distinctive teachings in relation to the role and status of women they may refer to his own teaching on the relationship of his own ideas to those of other traditions and discuss his practice of collecting the writings of mystics to include with his own collection of hymns they may also refer to his journeys to Makkah and Hardwar to illustrate contrasting teachings and practices.
Level 4	16-21	At this level candidates may identify a number of points that emphasise a common background: <ul style="list-style-type: none"> they may locate their discussion in context, considering that he was brought up in a Muslim political context or within a Hindu family they may give relevant and well explained examples that show how many of his teachings and practices were already familiar they may examine aspects of his teaching and practice which deliberately repudiated his background on issues such as treatment of women they may include reference to his hymns, to make some overall attempt to show how his stance represented a new and distinctive way, typically by reference to his own teachings, whilst continuing to embrace some of the valuable spiritual insights of the different religious traditions.

Question Number		Indicative content
15 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates may present a basic argument with reference to his importance as the founder of the religion.
Level 2	3-4	At this level: <ul style="list-style-type: none"> • candidates may clarify a basic argument with reference to his role as the founder • they may draw out some of the distinctive and new messages that he introduced.
Level 3	5-6	At this level candidates may focus on the evaluative part of the question: <ul style="list-style-type: none"> • they may show an understanding of the importance of the Guru as the founder of the religion • they may offer arguments in favour of the view that many of the features of Sikhism as a religion today owe much to his successors • they may comment on various weaknesses such as problems with evidence of the <i>janam sakhis</i> and their interpretation.
Level 4	7-9	At this level candidates may display explicit evidence of argument focused on the question: <ul style="list-style-type: none"> • they may develop the arguments mentioned at Level 3 showing sustained reasoning • they may draw on scholarly debates that assess the contributions of his successors • they may raise the issue of the influence of his thought, for example, underlying alleged innovation by his successors • they are likely to draw a balanced conclusion.

Question Number		Indicative content
15 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates may describe, uncritically, the way in which the term is used: <ul style="list-style-type: none"> they may refer to Guru Nanak, with limited focus on the issue of difference.
Level 2	6-10	At this level candidates may typically apply the term to the ten Gurus with only passing reference to other contexts: <ul style="list-style-type: none"> they may suggest that all the Gurus shared the same light and that, therefore, there is only one True Guru they may suggest that the same light is God and, therefore, the True Guru is God.
Level 3	11-15	At this level candidates may introduce a wider range of meanings without dealing with any of them in depth: <ul style="list-style-type: none"> they may explain the idea of the Guru as the Divine Word they may refer to the ten human Gurus and God as Guru they may discuss the two aspects of the Guru-as-Word: the Guru Granth Sahib and the Inner Voice.
Level 4	16-21	At this level candidates are likely to offer a comprehensive account of the different meanings of the term or to explore a narrower range in some depth: <ul style="list-style-type: none"> they may show how different uses of the term are inter-related discussing the importance of being gurmukh and the Panth-as-Guru in addition to the ten Gurus they may examine how the two aspects of the Guru-as-Word is central to both private and public devotion and worship they may highlight the role of God as personal Guru and the implications for the importance of personal and subjective they may discuss the meaning of 'Guru' as destroyer of darkness and consider the light and candle images used by Sikhs to explain the concept.

Question Number		Indicative content
15 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level candidates are likely to take a simple view, with some isolated but relevant supportive information: <ul style="list-style-type: none"> they may point out that the khalsa practices were started by Guru Gobind Singh.
Level 2	3-4	At this level candidates may struggle to reach a balanced conclusion: <ul style="list-style-type: none"> they may refer to a simple assumption about Guru Nanak as the founder of Sikhism and provide some reasons or examples to support this view they may refer to at least one further assumption, for example about the distinction between the Sikh way of life and the khalsa.
Level 3	5-6	At this level candidates may consider both sides of the argument: <ul style="list-style-type: none"> they may locate the discussion as centred on the relative claims of Guru Nanak and Guru Gobind Singh as the real founder they may explain the importance of the khalsa they may explain Guru Nanak's origination of ideas and practices.
Level 4	7-9	At this level some candidates may adopt a theological rather than historical approach to the question: <ul style="list-style-type: none"> they may note that the ability of the khalsa to evolve the Sikh way of life is due to the decision by Guru Gobind Singh to recognise the status of the Khalsa they may examine the debate about how far there is continuity or disparity between the faith and values of the early Gurus, especially Guru Nanak, and those of Guru Gobind Singh they may illustrate their discussion by such issues as pacifism and the khalsa they may reach a balanced conclusion referring to the meaning of the concept 'Sikh way of life'.

Question Number		Indicative content
16 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates may describe isolated examples of Sikh practice: <ul style="list-style-type: none"> they may refer to the Nit Nem, with little or no recognition of it as means to draw closer to God.
Level 2	6-10	At this level candidates may refer to union with God as the goal of the Sikh way of life: <ul style="list-style-type: none"> they may describe some examples of practice, such as Nit Nem, and other forms of devotion, as the means of achieving it they may also introduce the importance of grace in religious experience.
Level 3	11-15	At this level candidates may identify clearly defined issues: <ul style="list-style-type: none"> they may provide an accurate definition of mukti they may show with examples from the practice of meditation, such as Nam Simran, how a person may draw closer to God they may also show some recognition of other factors which contribute to, or are necessary for mukti, such as the cultivation of virtue and grace.
Level 4	16-21	At this level candidates may be able to deal confidently with a range of issues associated with mukti: <ul style="list-style-type: none"> they may show a clear understanding of the concept of mukti as union with God, and its centrality in Sikh teaching they may show understanding of the underlying principles of meditation on the Sat Nam they may discuss the rejection of external religiosity, and cultivation of virtue based on such principles as sewa as the essential basis of union with God they may contrast the concept of grace with the emphasis on human effort and practices in Buddhism and Hinduism.

Question Number		Indicative content
16 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level candidates may take a simple view with some isolated but relevant supportive information: <ul style="list-style-type: none"> they may suggest that a gurmukh should remember God at all times but also needs to earn a living.
Level 2	3-4	At this level candidates may consider a limited range of issues to support the view that prayer is important: <ul style="list-style-type: none"> they may refer to a simple assumption about the importance of nam simran and Nit Nem they may provide reasons or examples to support this view such as following the khalsa discipline.
Level 3	5-6	At this level candidates may consider both sides of the argument: <ul style="list-style-type: none"> they may centre the discussion on the relative claims of being part of a congregation and personal connection with God they may offer suitable examples such as the janam sakhis they may use specialist terms like sangat fluently and accurately.
Level 4	7-9	At this level candidates are likely to reach a balanced conclusion: <ul style="list-style-type: none"> they may discuss the importance of meeting the Guru Granth Sahib they may support different positions by reference to janam sakhis or scripture they may focus on the cultivation of virtues, for example through sewa in the context of worship in a gurdwara they may contrast this virtue approach to the devotional approach emphasised by private devotion.

Question Number		Indicative content
16 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level: <ul style="list-style-type: none"> • candidates may refer accurately to some examples of Sikh discipline within a limited framework, e.g. maintaining the 5 Ks.
Level 2	6-10	At this level candidates may accurately describe examples in a wider context: <ul style="list-style-type: none"> • they may refer to the 5 Ks in terms of identity • they may refer to a general context of practice, for example, Nit Nem within the context of devotional practice.
Level 3	11-15	At this level candidates are likely to identify one of more features of discipline: <ul style="list-style-type: none"> • they may examine dress and behaviour and show how these are based on a received code of discipline • they may widen the focus to bring in social aspects of the khalsa discipline, including the four rites of passage, and the guidance for the order of service in a gurdwara • they may illustrate these by reference to practice, with some indication of the relative importance attached to them by the community.
Level 4	16-21	At this level candidates may focus typically on identifying and examining in detail and in context the main aspects of discipline: <ul style="list-style-type: none"> • they may refer generally to the principles outlined in the Rahit Maryada • they may refer to spiritual and moral guidance, and linking this to the cultivation of virtue • they may illustrate the main aspects by reference to examples of Sikh practice, such as the discipline of the Nit Nem or the code of dress or behaviour • they may refer to some of the differences among Sikhs in the way they interpret and apply the code of discipline and link this to a different prioritisation of virtues.

Question Number		Indicative content
16 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level candidates may present a typically one-sided argument, in general terms: <ul style="list-style-type: none"> they may argue either for or against the orthodox view that conformity with the discipline and authority of the khalsa defines a Sikh.
Level 2	3-4	At this level: <ul style="list-style-type: none"> candidates may provide simple but undeveloped reasons for and against the claim they may describe what is entailed in belonging to the khalsa while recognising that some who do not conform still wish to be considered Sikh.
Level 3	5-6	At this level candidates are likely to demonstrate an understanding of the implications of the question: <ul style="list-style-type: none"> they may offer a balanced though limited conclusion as to whether non-members of the khalsa are Sikh they may present in detail the orthodox view that Sikhism is defined by the khalsa they may offer limited consideration of the view that there are others who claim to be Sikhs.
Level 4	7-9	At this level candidates may typically make a careful comparison, drawing on evidence and argument to demonstrate a clear understanding of the implications of the question: <ul style="list-style-type: none"> they may set out the orthodox view that conformity with the discipline and authority of the Khalsa defines a Sikh they may compare it with other views about the relative unimportance of outward observances and conformity they may note divergences in practice so there is not necessarily conformity in every respect with the authority or discipline of the rahit they may offer a mature evaluation of these issues.

New Testament

Question Number		Indicative content
17 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings such as the parable of the rich man and Lazarus, whilst for the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> 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 for the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus's ministry, but they are likely still to rely on re-telling the textual narrative. Candidate answers containing only one reference cannot normally proceed beyond level 2
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> 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 candidates may make reference to the blessings and woes (the Sermon on the Plain) for the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> 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 they may consider wider issues of spiritual wealth and poverty for the Fourth Gospel, they may consider the relationship of the sayings to others in the gospel they may consider how they relate to wider issues such as discipleship.

Question Number		Indicative content
17 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> 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 or the views of scholars.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider themselves superior because of their wealth for the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication that he has come to replace Judaism and its promises.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to the Jewish authorities to return to traditional Jewish teaching on wealth and poverty for the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy, criticism of the authorities, use of the Old Testament and replacement theology for both gospels, candidates may consider how Jesus' hearers reacted to these teachings/sayings.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> views of scholars are likely to be used with confidence candidates may highlight how Jesus fulfils scripture and prophecy they may consider how the early church responded to these teachings/sayings they may consider the relevance of these teachings/sayings to modern Christians.

Question Number		Indicative content
17 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> • candidates for both Luke and the Fourth Gospel are likely to rely on a re-telling of the narrative although they may show a basic understanding of the reasons for Jesus performing miracles.
Level 2	6-10	<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"> • they may tackle only one incident, or simply retell the story, but with a little more detailed understanding • some evidence of an awareness of the background issues and context is likely at this level. • Candidate answers containing only one reference cannot normally proceed beyond level 2
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to display accurate knowledge and understanding of the miracles within their context in the gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event. • the underlying messages of the incidents are likely to be examined, for example, the significance of trust in Jesus in Luke, or the acceptance of Jesus and awareness of his identity for the Fourth Gospel • some scholarly views may be applied.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus • for the Fourth Gospel, candidates are likely to understand the role the signs play in revealing who Jesus is • for Luke, candidates are likely to identify the significance of Jesus, who will be raised from the dead, prefiguring his own resurrection in these events • use of scholarship and an awareness of the whole gospel will be typical.

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

Question Number		Indicative content
18(a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to re-tell the narratives relating to the incidents, for example, for Luke, a basic account of a Sabbath healing miracle or for the Fourth Gospel, some basic reference to details of these encounters. Errors or confusions in the narrative re-telling may be evident.
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> • a basic awareness of the significance of the textual narrative may emerge possibly including some awareness of how this teaching/these conversations fit into the context of Judaism at the time • for the Fourth Gospel, candidates may tackle one conversation only, or fail to grasp the meaning of both. Some inaccuracies may be evident. • Candidate answers containing only one reference cannot normally proceed beyond level 2
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> • for Luke, candidates should typically refer to textual narrative and examples of Sabbath incidents without relying on re-telling • the views of scholars are likely to be evident at this level • for the Fourth Gospel, candidates are likely to show accurate knowledge and understanding of both episodes and to put them in the context of Jesus' wider dealings with women in the gospel.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> • for Luke, candidates are likely to highlight important teachings and examples, and to extract something of their implications for Jesus' ministry • they are likely to be able to build on the evidence of the whole gospel • for the Fourth Gospel, candidates are likely to show a clear and full understanding of both episodes in the context of the whole gospel and to deal with important issues which arise from them • some accurate knowledge of the status of women at this time is likely to distinguish candidates at this level.

Question Number		Indicative content
18 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer a simple discussion of the importance of the Sabbath or the role of women but without a clear understanding of its context in the teaching of Jesus. They may rely on unsubstantiated generalisations.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • for Luke, candidates are likely to evaluate basic teaching and make some reference to the views of Judaism • for the Fourth Gospel, candidates are likely to attempt a basic evaluation of women's roles in Judaism, but may still make some errors and generalisations.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> • It is likely that candidates will begin to draw out the significance of 'vital' • for Luke, candidates are likely to make some evaluation of Jesus' teaching compared with that of Judaism, highlighting some similarities and differences • for the Fourth Gospel, they are likely to offer a range of viewpoints, drawing on the evidence of the gospel as well as the two named incidents
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to include an extended evaluation of Jesus' teaching or the conversations, without re-telling of narrative, repetition of material from (i) or generalisation. • some fuller understanding of OT background and Jewish context is likely to be evident. • scholarly views are likely to emerge • candidates are likely to give a balanced response to the question, suggesting how far they consider these teachings/episodes 'vital' in relation to the gospel as a whole, to Jesus' hearers, the early church, or Christians today.

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

Question Number		Indicative content
18 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> it is likely that candidates may make some simple narrative reference to John the Baptist in the gospel.
Level 2	3-4	At this level candidates are likely to show a greater awareness of the role of John the Baptist: <ul style="list-style-type: none"> for Luke, candidates may make reference to his role as herald of the Messiah for the Fourth Gospel, candidates may identify him as the Witness.
Level 3	5-6	At this level: <ul style="list-style-type: none"> candidates are likely to show some understanding of the role of John the Baptist in relation to Old Testament prophecy and the coming of Jesus for Luke, reference may be made to his death for the Fourth Gospel, candidates may allude to his claims about Jesus' superior role.
Level 4	7-9	At this level: <ul style="list-style-type: none"> candidates are likely draw a conclusion about the relative importance of John the Baptist to Jesus' ministry they may refer to occasions when Jesus speaks of him they may refer to his continuing importance after his death, and even after the death of Jesus they may consider that his role as herald/witness was only of limited value, as Jesus' ministry spoke for itself.

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