

Mark Scheme (Results)

June 2011

GCE Religious Studies
(6RS01) Paper 1 - Foundations

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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 for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly</p>	11-15

	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	<p>Candidates may present a limited and unstructured account. Candidates may:</p> <ul style="list-style-type: none"> • outline the argument.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the strength of the design argument. Candidates may give an account of:</p> <ul style="list-style-type: none"> • the strength of an argument based on experience • the range of data to support this argument.
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 focus on the evidence of the design argument. Candidates may examine:</p> <ul style="list-style-type: none"> • one or more accounts of the design argument with particular reference to the use of evidence • the uses made to interpret the evidence and extend its significance by means of analogy • the stages in the argument that proceed to the conclusion about the existence of God.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer focused on the topic of evidence as used in the design argument. Typically, candidates are likely to identify and explain key ideas. Candidates may examine:</p> <ul style="list-style-type: none"> • types and range of evidence • refinements to the design argument to strengthen its evidential force as seen in the work of Swinburne • relevant key concepts such as aesthetic evidence • the status and value of evidence in inductive arguments leading to conclusions that are probable.

Question Number		Indicative content
1 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may:</p> <ul style="list-style-type: none"> • give an account of one or two weaknesses of the design argument.
Level 2	3-4	<p>Candidates may show a partial awareness of the weaknesses with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> • a few weaknesses of the argument • a simple support for a scientific explanation rather than a theistic account.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question about weaknesses setting out evidence and reasons. Candidates may argue that:</p> <ul style="list-style-type: none"> • there is conflicting evidence • there are substantial problems of interpretation of evidence • the theistic conclusion of the design argument is ambiguous.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the weaknesses of the argument. Typically, candidates are likely to display a careful analysis of alternative views such as an atheistic conclusion supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • the range of weaknesses undermine the design argument • there are sound alternative explanations for perceived order and purpose • there are sound reasons for putting forward an atheistic alternative to the design hypothesis noting this may be seen as just one among many alternatives • a range of scholarly contribution adds weight to a non-theistic account of the cosmos coupled with substantive problems with this interpretation.

Question Number		Indicative content
1 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may present:</p> <ul style="list-style-type: none"> • one or two strengths of the cosmological argument.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the strength of the cosmological argument. Candidates may show that:</p> <ul style="list-style-type: none"> • ideas of unmoved mover and uncaused cause provide a secure basis for confidence in the cosmological argument • evidence of features of the cosmos strengthen this argument.
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. It is likely candidates may examine ideas about explanation and the idea that the argument is trustworthy. Candidates may examine:</p> <ul style="list-style-type: none"> • the view that the universe is not self-explanatory • in more detail one or more versions of this argument • clarify some strengths of the argument such as its empirical basis and rigour of reasoning.
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, focusing on ideas about explanation and a trustworthy argument. Candidates may examine:</p> <ul style="list-style-type: none"> • different ideas about explanations, such as reference to Leibniz • the explanatory power of the cosmological argument • the strength of key concepts such as unmoved mover, uncaused cause and necessary existence • the coherence of the existence of God as the explanation to account for the cosmos by reference to scholars such as Aquinas, Copleston.

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 mention: <ul style="list-style-type: none"> • one or two weaknesses of the cosmological argument.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may draw attention to : <ul style="list-style-type: none"> • specific weaknesses of this argument • a better explanation seen in scientific accounts.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may argue that the argument is a failure because of: <ul style="list-style-type: none"> • dubious transition from individual causes to a cause for the totality of everything • conceptual problems with idea of 'necessary existence' • difficulties of a theological interpretation of the conclusion.
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 the argument does not amount to a proof. There may be a discussion of: <ul style="list-style-type: none"> • key ideas of a proof and the significant problems of inductive reasoning not leading to proof • conceptual problems with the premise • weaknesses in the reasoning process of the argument • sound alternative explanations.

Question Number		Indicative content
2 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than two solutions read all of them and credit the best two solutions.
Level 1	1-5	Candidates may present a limited and unstructured account of the problem of suffering. Candidates may: <ul style="list-style-type: none"> • give a descriptive account of one or two solutions.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may: <ul style="list-style-type: none"> • examine the key features of two solutions • pin-point a few basic strengths.
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: <ul style="list-style-type: none"> • examine significant ideas of two solutions • analyse their respective strengths • differentiate types of suffering and their solutions.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates may draw on a range of religious traditions. Typically, candidates are likely to identify and explain key ideas. Candidates may: <ul style="list-style-type: none"> • examine the context of the two solutions in order to understand the significance of key ideas • highlight the reasons for the strengths • draw on scholarly contributions • examine the rationale and purposes of suffering.

Question Number		Indicative content
2 (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 weaknesses of these solutions.
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 weaknesses of the two solutions • focus on some key points of view.
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"> • consider the problems with clear focus on the significance of these weaknesses • weigh up the strengths and weaknesses • formulate a judgement on the claim that there are failures such as one solution being more rigorous than the other.
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"> • argue in a consistent manner about the merits or otherwise of these solutions separately or together • draw on scholarly debates to substantiate a line of reasoning • debate various refinements to solutions that may strengthen them • formulate a justifiable conclusion about the validity of these solutions.

Question Number		Indicative content
2 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than two philosophical reasons read all of them and credit the best two.
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 miracles.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> some key features of miracles at a simple level two basic reasons to believe in miracles.
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 key features of selected definitions of miracles key ideas within two reasons to believe in miracles the philosophical features of these ideas.
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: <ul style="list-style-type: none"> examine the main features of selected definitions of miracles draw on scholarly contributions regarding definitions including diversity of approaches examine the philosophical characteristics of two reasons to believe in miracles examine the influence of context of belief systems on definitions and acceptance of miracles.

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 the definitions simple reasons to reject 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 inherent problems in the definitions there are a number of weaknesses concerning the evidence and reasons for miracles the cumulative effect leads to a rejection of miracles.
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 opinion raises substantial problems about definitions of miracles these may be balanced by reasons to reject these criticisms the context of these definitions lead to acceptance or rejection, such as Hume's empiricism there are grounds to reject or otherwise provided effective use is made of evidence and reasons.

Ethics

Question Number		Indicative content
3 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>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/not dependent on religion:</p> <ul style="list-style-type: none"> they may make simple reference to religious rules such as the Ten Commandments <i>or</i> to the view that it is possible for atheists to be moral.
Level 2	6-10	<p>At this level candidates may identify simple but accurate reasons to explain the arguments:</p> <ul style="list-style-type: none"> they may consider the role of biblically based moral teaching on the other hand, they may offer the view that religious morality may not appear to be relevant to everyone.
Level 3	11-15	<p>At this level, candidates are likely to demonstrate a clear understanding of the possible reasons why morality may or may not be dependent on religion:</p> <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 on the other hand, they may allude to problems raised by fundamentalist approaches to religious morality.
Level 4	16-21	<p>At this level candidates are likely to be able to identify a significant range of reasons why morality may or may not be dependent on religion:</p> <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 or is more persuasive they may include reference to other scholars, such as Kant's moral argument, Aquinas, or Richard Dawkins.

Question Number		Indicative content
3 (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 struggle to raise any new material and are likely to rely on basic repetition of ideas from (i).
Level 2	3-4	<p>At this level candidates may raise one or more simple reasons to explain why argument in favour of the independency of morality from religion may be stronger:</p> <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	<p>At this level candidates may develop these reasons further:</p> <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	<p>At this level it is likely that candidates will have recognised the implications of the question for religious morality:</p> <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 or Situation Ethics and may depend on a simple statement of one or two key features.
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"> for Utilitarianism, they are likely to discuss a limited range of characteristics and may focus entirely on Bentham and/or Mill for Situation Ethics, they may explain the application of <i>agape</i> and/or the rejection of absolute rules.
Level 3	11-15	At this level: <ul style="list-style-type: none"> candidates may offer a wider range of features of Utilitarianism or Situation Ethics without dealing with them in depth some consideration of the background to and influences on the theory may emerge for Utilitarianism, candidates may explore the reasons for Mill's adaptation of Bentham's approach, whilst for Situation Ethics, they may consider Fletcher's working principles.
Level 4	16-21	At this level candidates are likely to be able to identify a significant range of features of Utilitarianism or Situation Ethics, or to explore a narrower range in some depth: <ul style="list-style-type: none"> for Utilitarianism, it is likely that candidates will make reference to the teleological nature of the theory, to issues of consequentialism and means to an end. candidates are likely to display more detailed knowledge and understanding of either theory within its social, cultural and religious context. for Utilitarianism, 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 for Situation Ethics, candidates may consider the contribution of J A T Robinson to Situation Ethics in the UK.

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 or Situation Ethics.
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 chosen theory survives the challenges it has faced may be expressed in terms of the problems of predicting consequences, or of assuming the primacy of <i>agape</i> • at the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory and how well they have withstood challenges.
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 theory has survived challenges: <ul style="list-style-type: none"> • candidates may consider a wider range of problems raised by their chosen theory • they may offer some argument in continued support of their chosen theory • they are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the theory selected.
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 strengths and weaknesses will be identified and used as the basis of a genuine attempt at evaluation • a reasoned and balanced argument is likely to be offered which may conclude in any valid direction • 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 pacifism: <ul style="list-style-type: none"> • they may rely on a simple statement regarding Jesus' teaching in the Sermon on the Mount.
Level 2	6-10	Candidates at this level are likely to refer to a narrow range of ideas associated with pacifism: <ul style="list-style-type: none"> • they may consider reasons why violent conflict is considered wrong, for example that it causes suffering, not in the spirit of Christian love • they may identify more than one form of pacifism, e.g., nuclear or absolute pacifism.
Level 3	11-15	Candidates at this level are likely to show a good understanding of a range of approaches to pacifism: <ul style="list-style-type: none"> • they may refer to a wider range of pacifist principles, e.g. humanitarian or economic support for pacifism • candidates may show some understanding of how attitudes to pacifism have changed over the centuries • they may allude to well known pacifists, such as Martin Luther King.
Level 4	16-21	At this level candidates are likely to be able to deal confidently with a range of issues associated with pacifism: <ul style="list-style-type: none"> • they are likely to have a secure knowledge of at least several reasons why people may adopt a pacifist position • candidates are likely to be able to examine pacifism with reference to examples without falling into narrative, or offering an overly historical or contemporary political account. • some examples of individuals or groups may be appropriately applied • some assessment of the value of pacifism may be offered at this level.

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 pacifism may be considered a problematic position.
Level 2	3-4	Candidates at this level are likely to consider a limited range of arguments against pacifism: <ul style="list-style-type: none"> • they may suggest that there are sometimes good reasons to go to war • they may offer a simple version of the Just War Theory.
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 scriptural teaching on both positions • they may offer some specific church teaching which may support war in some cases • they may consider 'difficult' in terms of courageous rather than problematic.
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 of the problems of misunderstanding or misapplying religious teaching or of following the commands of religious leaders in these matters leaving pacifism more justifiable than it may have been • they may suggest that the Just War Theory is not applicable in cases of modern warfare and therefore pacifism is more reliable • they may suggest that, nevertheless, some wars can still be justified

Question Number		Indicative content
4 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level: <ul style="list-style-type: none"> • candidates may present a simple case study or narrative description of a dilemma in sexual ethics
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 still be evident • some attempt may be made at identifying the broader principles which constitute a dilemma, i.e. an issue for which there is no clear resolution
Level 3	11-15	At this level candidates will typically identify an unambiguous dilemma in sexual ethics: <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 be able to comment on the various positions which may be offered regarding these issues, identifying how they are thus dilemmas • some reference to scholarly principles and contributions may be made.
Level 4	16-21	At this level, it is likely that candidates will identify clearly defined dilemmas in sexual ethics: <ul style="list-style-type: none"> • 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 • specific problems of particular dilemmas in contemporary society may be clearly addressed.

Question Number		Indicative content
4 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
		If candidates examine more than one bullet point read all and credit the best one.
Level 1	1-2	Candidates at this level will show little understanding of the implications of the question: <ul style="list-style-type: none"> • they may offer one simple suggestion as to how dilemmas may be solved.
Level 2	3-4	At this level: <ul style="list-style-type: none"> • candidates may offer one clear suggestion as to how a dilemma may be solved • some case study material may be used to support their answer.
Level 3	5-6	Candidates are likely to demonstrate an understanding of the implications of the question: <ul style="list-style-type: none"> • they are likely to offer a clear and relevant way of solving dilemmas in sexual ethics • they may show some understanding of the implications of the term 'usefulness', for example, practicality • they may make specific reference to religious teaching or to ethical theory.
Level 4	7-9	At this level, candidates are likely to demonstrate a clear understanding of the implications of the question: <ul style="list-style-type: none"> • they are likely to offer a balanced argument taking into account the strengths and weaknesses of the solution offered • they may offer an alternative solution in order to illustrate the usefulness or otherwise of the initial solution • some reference to scholars may be evident • 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	<p>Candidates may present a limited and unstructured account. Candidates may:</p> <ul style="list-style-type: none"> describe one or two features of the context to the life of the Buddha.
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 few basic features of religious beliefs such as notions of life after death some simple accounts of religious practices such as meditation.
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 present:</p> <ul style="list-style-type: none"> key features of some beliefs such as central ideas in Vedic thought prominent aspects of practices such as asceticism significant features of selected folk religions prior to the time of the Buddha.
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"> ascetic movements Jain and ahimsa a rejection of Vedic authority refinements to various beliefs about suffering.

Question Number		Indicative content
5 (a)	(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"> • illustrate how the Buddha rejected one or two features prior to his 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"> • some examples of rejection such as caste • a few illustrations of refinement such as meditation.
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"> • examples of rejections and refinement • selected reasons for these responses • what may be seen as distinctive of Buddha's teaching.
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"> • key reasons for the Buddha's rejection of some religious beliefs such as an empiricist approach compared to a theological system • significant reasons for his refinement such as increased emphasis on meditation such as insight into ideas of no self • reasons linked to the bodhisattva context of Gautama and hence transcending contextual issues • what may be interpreted as new and distinctive of the Buddha's message such as the role of the Sangha.

Question Number		Indicative content
5 (b)	(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 general 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"> • some aspects of the four signs • an account of the enlightenment.
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 four signs • important aspects of the enlightenment.
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 to the signs and to the enlightenment • key terms in relation to these periods such as dukkha • the distinctive features of the enlightenment such as previous lives and bodhi • scholarly contributions to an understanding of these events.

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 describe: <ul style="list-style-type: none"> • one or two features of the Middle Way.
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 basic understanding of the Middle Way • simple links with the enlightenment and the Middle Way.
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 ideas of the Middle Way • the role of the four signs and enlightenment in relation to the Middle Way • notions of the transcendental way.
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"> • distinctive features of the Middle Way • Gautama's radical departure from the ways of luxury and asceticism • the distinctive beliefs acquired from meditation during the enlightenment encapsulating the Middle Way • scholarly contributions to this topic and debate.

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 descriptive features of the 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 life in the Sangha • some rules 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"> • the context of ideas about the Sangha as a Refuge • significant features such as alms-giving and merit making • significant aspects of its organisation.
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"> • different types of Sangha and interpretations of its meaning • the context of the Sangha within Buddhist thought • significant features such as teaching and training in meditation • the role of the Sangha in the preservation of the Buddhist tradition.

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: <ul style="list-style-type: none"> • mention one or two features of the importance of the 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 view about the Sangha as a refuge • evidence of the importance of the Sangha within Buddhist culture and societies.
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 relative importance of the Sangha to the laity • the role of the Sangha in merit making opportunities for the laity • the social importance of the Sangha within the community regarding rituals and ceremonies.
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 relative importance of the Sangha in the Three Refuges • the coherence between the Buddha and the Sangha and the Dharma and the Sangha. • the ways of keeping the Buddhist tradition alive • scholarly contributions to this topic.

Question Number		Indicative content
6 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than two types of meditation read all of them and credit the best two. If candidates examine one type of meditation 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 meditation.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • important features of one type of meditation • important features of a second type.
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"> • two types of meditation such as samatha and vipassana • key terms such as jhana • the implications of these types for Buddhist practice.
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 features of two types of meditation • the context of these types in order to signify their importance such as within the Eightfold Path • the importance of these types for Buddhist thought such as insight into anicca • the importance for Buddhist practice such as transformation of minds.

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"> • ideas about what meditation is believed to eliminate, such as ignorance • notions of what meditation may achieve such as loving kindness • views about different methods for different purposes.
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 diversity of different types relative to different purposes • the importance of correct mental culture • the impact on right behaviour.
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 key purposes such as liberation and the links with types of meditation such as vipassana • the reasons and evidence why some types of meditation are more suited to certain types of purposes than others • different purposes for the individual compared to social purposes • the contributions of scholars.

Christianity

Question Number		Indicative content
7 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a basic account:</p> <ul style="list-style-type: none"> • of the person and work of Jesus without linking this specifically to Church teaching.
Level 2	6-10	<p>Candidates may identify some key ideas:</p> <ul style="list-style-type: none"> • in general terms without going into too much detail • may simply refer to Barth, Cone, Gutierrez, Bonhoeffer or others, but in little depth.
Level 3	11-15	<p>Candidates are likely to be able to deal clearly with this teaching in a more systematic way focussing on the demands of the question. A well planned answer may:</p> <ul style="list-style-type: none"> • include discussion of the place of both the person and work of Jesus in the teaching of the modern Church • contrast these in relation to the work of modern theologians focusing perhaps on either the person or work of Jesus.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine:</p> <ul style="list-style-type: none"> • the place of both the person and work of Jesus in the modern Church • the above and contrast these in relation to the work of two or more schools of thought. • at least two different theologians or schools of thought about the person and work of Jesus.

Question Number		Indicative content
7 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple argument:</p> <ul style="list-style-type: none"> about the significance of these teachings without adequate attention to the modern Church.
Level 2	3-4	<p>Candidates may clarify a basic argument:</p> <ul style="list-style-type: none"> linking teaching to practice of faith linking the person and work of Jesus in some way.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question. Typically candidates may:</p> <ul style="list-style-type: none"> weigh up the connection between the person of Jesus and an understanding of the work of salvation debate the continuing significance of this connection.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by:</p> <ul style="list-style-type: none"> making clear the relation between the person of Jesus and the work of Christ relating the claims about Jesus to Other Faith's claims. developing the implications for today's practice on the place of the poor in today's world from such people as Bonhoeffer or Gutierrez. a justifiable conclusion demonstrating their argument about the significance.

Question Number		Indicative content
7 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1 This mark scheme uses the Reformation period as an exemplar
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • of the life and work of Jesus without much examination of the context.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • about specific events or people of the Reformation period who were significant in this context, such as Luther and Calvin. • such as the emphasis on the work of Christ rather than on his life.
Level 3	11-15	Candidates are likely to be able to deal clearly with the teaching in a more systematic way and may: <ul style="list-style-type: none"> • include a more confident understanding of the contribution of Luther and Calvin • be aware of differences in their teaching • refer to Luther's understanding of Christ as one with humanity • refer to Calvin's view of Christ as prophet, priest and king.
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 fact that for Luther an understanding of the person of Jesus rests upon an understanding of his work of salvation • the fact that Calvin, after criticism, had inserted the fact that he agreed with the Chalcedon definition in later editions of the Institutes • an understanding of the fact that Calvin translated his Institutes into French from the original Latin and that Luther translated the Bible into German • modern Church teaching on Calvin (say Wendel) or Luther.

Question Number		Indicative content
7 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple argument:</p> <ul style="list-style-type: none"> • about the importance of Jesus for Christians in all social and religious contexts but without adequate attention to the question.
Level 2	3-4	<p>Candidates may clarify a basic argument:</p> <ul style="list-style-type: none"> • about the different significance of Jesus between the Churches in terms of faith and works, but in a simple manner.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question. Typically candidates may:</p> <ul style="list-style-type: none"> • evaluate the emphasis on justification by faith in the Protestant Churches • debate sanctification in the Catholic Church as an understanding of God's grace or the assurance of salvation for the individual • achieve this by considering alternative stances.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by :</p> <ul style="list-style-type: none"> • an analysis of the connection between the life and work of Jesus • a discussion in relation to Luther of the question of the righteousness of God or in relation to Calvin the question of election and predestination. With reference to a range of scholarly contributions they may show how far this teaching is still significant today. • effective use of scholarly opinion to develop a coherent argument • 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 what is meant by personal .
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • such as a consideration of what it means for God to be personal and how humans can be in relationship with him • they may refer to the work of Buber in a simple way.
Level 3	11-15	Candidates are likely to be able to deal clearly with these beliefs in a more systematic way; they may: <ul style="list-style-type: none"> • be aware of differences • offer a clearer understanding of the problems of the word <i>person</i> in regard to God • deal more fully with Buber's I-thou and I- It theory.
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 developing issues with reference to scholarly opinion such as of the unchanging nature of God (immutability) • an understanding of the requirement of love to change and deal more thoroughly with Buber • modern Church teaching.

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 the love of God 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 problem of how the unchangeable can change, but 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"> • deal with the vulnerability of love • raise the issue of Patripassianism • raise the problem of the cry of dereliction from the cross • develop philosophical problems and may refer to philosophers such as Plato or Anselm.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • an analysis of the problem of the love of God in Christ and his suffering on the cross • effective use of scholarly debate and discussion of Luther or Moltmann and <i>The Crucified God</i> • dealing with problems of Patripassianism and relating it to a Monarchical view of the Trinity with its attendant difficulties • a justifiable conclusion.

Question Number		Indicative content
8 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine more than two bullet points read all and credit the best two.
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • of the difference between the practices of two Churches.
Level 2	6-10	Candidates may identify some key ideas and may: <ul style="list-style-type: none"> • offer a more detailed account of the differences • distinguish between infant and believers' baptism.
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"> • include a more detailed analysis of the differences which may be demonstrated by some of the practices of the two Churches. • include separation of confirmation from baptism or its inclusion in the Orthodox Church • discuss the nature of a sacrament.
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 between the practices of the Churches and the rationale for them • modern Church teaching about sacraments e.g. 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 difference in meanings 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 way in which practice shows Church teaching and demonstrate this 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 how far practice shows Church teaching • debate how many actually are aware of the implications of their practice • achieve this by considering alternative stances.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • effective use of scholarly debate • developing the idea of salvation through the sacraments • discussion on whether the sacraments are declaratory or efficacious • a justifiable conclusion.

Hinduism

Question Number		Indicative content
9 (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 Indus Valley culture.
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 of the Indus Valley culture a simple account of links with Aryan culture.
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 Indus Valley culture important aspects that may have been absorbed into Aryan culture basic different interpretations of links between the two cultures.
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"> significant features of the Indus Valley culture different explanations of the relationship between the two cultures key links between the two, such as sacrifices and some deities contributions of scholarly investigations.

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 examples of religious artefacts in 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"> • a basic understanding of some problems of interpretation • a simple account of the religious significance of this period.
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"> • different interpretations of this period • the impact of the Aryans in this period • the significance of certain key beliefs such as Rudra.
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"> • evidence and reasons for a type of invasion/migration • evidence and reasons for a gradual development from within cultures • different implications for understanding religious significance according to prior interpretations, such as the development of the Vedas • scholarly contributions to this topic.

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 features of Vedic deities.
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 Vishnu • a simple overview of features of these types of belief.
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 a Vedic world view • various deities such as Agni, Soma • key themes associated with these beliefs such as links with Dharma.
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 evidence for these beliefs • the context of these theological beliefs and associations with ritual and sacrifice such as Agni • key themes such as the role of gods in creation and preservation of order • significant gods such as Varuna.

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 refer to: <ul style="list-style-type: none"> • one or two examples of Vedic gods.
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 that supports polytheism • an account of basic evidence of Vedic beliefs in gods.
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"> • evidence for polytheism • notion of gods being aspects of the Absolute • the view that these different beliefs are interwoven in the Vedas.
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 meaning of different terms such as polytheism, henotheism, monism, pantheism • the evidence for some of these interpretations • whether one type of stance is a better explanation than the other given the evidence, focusing on polytheism as a simplistic interpretation • scholarly contributions to this topic.

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 of yoga 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 in general.
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 ideas of one of these types of yoga • some basic practices of one of these types of yoga.
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 key beliefs and practices of one of these types of yoga • the key beliefs and practices of a second type • key related ideas such as notions of 'God' and atman.
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 to ideas about yoga within Hindu traditions such as its place in the orthodox schools of Hindu philosophy • the key beliefs and practices of two types of yoga • the meaning and significance of key terms • scholarly contributions.

Question Number		Indicative content
10 (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 about the importance of yoga.
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 basic understanding of moksha • a simple account of the links of yoga with moksha, such as devotion to Krishna.
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 place of self control as a means towards moksha • mental discipline and its place in the path to liberation • distinctive ideas about God in these contexts.
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 context to Hindu ideas about moksha and the distinctive role of yoga • the diversity of beliefs and practices in this topic • the influence of yogic practice in the relationship between atman and Brahman • scholarly contributions to this topic.

Question Number		Indicative content
10 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates do not attempt all three they cannot normally proceed beyond level 3.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • some descriptive features of one or two of these figures.
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 one of these figures • a simple account of a second figure.
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 outline: <ul style="list-style-type: none"> • key features of the three figures • important narratives associated with these figures • important practices associated with some of these figures.
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 outline: <ul style="list-style-type: none"> • different understandings of the divine and avatar traditions • key features of the three figures • significant terms, sources and ideas • scholarly contributions.

Question Number		Indicative content
10(b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
		If candidates comment on more than one figure read all the material and credit the best one.
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 one of these 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"> • some ideas of the importance of one of these figures • a summary of key practices for the devotee.
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 significance of sources associated with the figure • the importance of any key practices/rituals linked to the selected figure • the implications for beliefs and lifestyle of the devotees.
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 selected figure within Hindu traditions • distinctive and significant features of the figure for the devotee • the implications for an appreciation of the distinctive contributions this tradition makes to Hinduism • scholarly contributions.

Islam

Question Number		Indicative content
11 (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 of Muhammad's life in Makkah.
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 some key religious features in pre-Islamic Arabia • a summary of Muhammad's life in Makkah.
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 religious features such as religious diversity from polytheism to Jewish monotheism • key features of Muhammad's life in Makkah such as condemnation of certain practices • possible influences such as teachings on selected attributes of God.
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"> • significant religious features of pre-Islamic Arabia and main influences on Muhammad in Makkah • key ideas and terms such as henotheism and Jewish links with the Ka'ba • notions of prophecy in some traditions in pre-Islamic Arabia • scholarly contributions.

Question Number		Indicative content
11 (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 Muhammad's rejection of some practices.
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 an acceptance of some beliefs • notions of rejection of selected 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"> • features that were rejected and accepted • basic reasons why there was this ambivalence • a view that there was much more rejection than acceptance.
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 underlying importance of monotheism in Muhammad's teaching in Makkah and aspects of this belief in Jewish and Christian traditions • the significant impact of revelations on Muhammad's rejection of a range of beliefs and practices • the place of economic and trading issues on these 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 Makkah.
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 religious features of Muhammad's life in Makkah • some accounts of persecution.
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"> • an account of revelations • ideas about 'Isra and Mi'raj • prophetic teaching and its various condemnations leading to persecution.
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 terms and beliefs such as Jibril and revelation, 'Isra and Mi'raj • distinctive theological and moral teachings seen as radical • key reasons for persecution such as fears about the economic status of Makkah, threat to family loyalties, consequences of the moral implications of Muhammad's teaching • 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"> • an account of the hijrah.
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 basic account of the key features of the hijrah • a simple account of the importance of the hijrah.
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 background to the hijrah • significant features of the hijrah • the fact that the Muslim calendar is dated from this event.
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"> • key contextual issues surrounding the hijrah • the importance of the beginning of the Muslim community as based on loyalty to Allah and Muhammad • alternative views about the beginnings in Makkah and the timeless nature of the revelations • 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 features about angels and prophets.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • some key beliefs about angels • a simple account of prophets.
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 beliefs about angels with reference to examples such as Jibril • key beliefs about prophets such as past prophets compared to the Seal of the Prophets • the importance of the context of the six beliefs for understanding these terms.
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 analysing these two beliefs • distinctive notions of angels in the context of transcendence and immanence • distinctive attributes of Muhammad as Prophet • 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 mention: <ul style="list-style-type: none"> • one or two important features of either angels or prophets.
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 the importance of one of these for Muslim belief • evidence of the importance of one of these for Muslim practice.
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 significance of one of these topics in key areas of belief and practice • the significance of one of these topics for the interrelationship between belief and practice • major problems and possible solutions in relation to one of these topics regarding belief and practice.
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 comment on: <ul style="list-style-type: none"> • the context of the selected topic and implications for its significance, such as shahadah • significance in terms of beliefs about revelation • significance in terms of beliefs about Muhammad • scholarly contributions.

Question Number		Indicative content
12 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine all three, read all the material and credit the best two.
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 these 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 basic understanding of one of these pillars • a simple account of the second selection.
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 and significant features of one of these pillars • important aspects of the second selection • clear notions of what to do correctly and practical implications.
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 distinctive context of the two selected pillars • the distinctive features of the two selected pillars with close analysis of key terms and ideas • the distinctive implications for belief and practice • scholarly contributions.

Question Number		Indicative content
12 (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 about shahadah.
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 importance of the selected pillars • a view about the importance of the Five Pillars in Muslim life.
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 significance of the shahadah in Muslim life • the context of the selected pillars within the Five Pillars • the practical implications of the shahadah and the two selected pillars.
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 status of the shahadah within Muslim belief and practice • the intrinsic links between the shahadah and these two pillars, such as the impact of submission • implications and difficulties of trying to put these pillars into effect and the bearing of shahadah on these problems • scholarly contributions.

Judaism

Question Number		Indicative content
13 (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 about Rashi.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness. Candidates may present: <ul style="list-style-type: none"> • basic information about Rashi • a simple account of his school.
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 background of Rashi • significant material on his school such as use of tosafot commenting on Rashi's own work • the status of the Babylonian Talmud.
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"> • Rashi's work on commentaries on part of the Jewish Scripture and the Babylonian Talmud • the importance he gave to Rabbinic sources and targums and to literal interpretations • the distinctive developments made by his school in completing and refining his work • scholarly contributions.

Question Number		Indicative content
13 (a)	(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"> • one or two features of importance associated with Rashi.
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 that since Rashi's time no edition of the Talmud has appeared without his commentary • an understanding of the status of the Talmud.
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 significance of scriptures and rabbinic traditions • the distinctive contributions of Rashi and his school • views about authority in Rabbinic Judaism.
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 distinctive impact of Rashi and his school on Rabbbinic development • Rashi's minimal interest in philosophy and also mysticism • the rationale given to the distinctive status of scripture and the Babylonian Talmud and Rashi's role • 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 features about Maimonides.
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 the background to Maimonides • a simple overview of his teachings.
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"> • an account of persecution and relationships with Muslims • a selection of the key teachings such as found in the Thirteen Principles • some material on philosophy.
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 range of influences including different Rabbinic traditions • the importance of scripture, Moses and the Torah • the relationship between philosophical themes and theology • 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 to: <ul style="list-style-type: none"> • one or two 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"> • basic evidence of the status of Maimonides in his own time • a simple view of his overall significance in the development of Judaism.
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 status of the Thirteen Principles within Jewish thought • additional areas of influence such as his method and attitude towards philosophy • the range of his interests and their definitive nature.
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 place of Maimonides within Rabbinic Judaism • distinctive contributions such as the place of reason • the sheer range of his belief systems • 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"> • some key ideas of Orthodoxy • a basic understanding of selected key beliefs.
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 revelation and the Torah • the notion of the Chosen People and the covenant relationship • the importance of preservation of what has been revealed and its unique features.
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 to underlying basic Orthodox teachings • key emphases such as revelation, Torah and Talmud as the guide for all time • ideas about infallibility and authority • 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"> • some problems associated with 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"> • ideas about modernity and adjustment • views about Orthodox reactions to changes in Jewish practice.
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"> • attempts to link Judaism with aspects of Christian worship • threats to the unity of Orthodox principles • problems linked to Sabbath observance with possible solutions.
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 to the possible problems such as opposition from modernist movements, together with possible solutions which may include a greater emphasis on Orthodox values • religious practices and possible problems such as dietary laws with solutions which may vary from one part of the world to another • social practices such as gender issues and examples of some of these dilemmas • 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 Orthodox and 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"> • basic features of Orthodox practices • a simple account of 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"> • key differences such as Sabbath and dietary laws • significant emphases concerning rites of passage • differences in the home and social practices.
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 for the development of these changes of practice • differences in liturgical practices, different practices in observances in the home and differences in social mores • implications for understanding the significant differences between Orthodox and Reform • scholarly contributions especially from 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 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 basic account of Reform Judaism • a simple view of its relationship to 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"> • different approaches of Reform regarding attitudes to other forms of Judaism • Reform's view that there is no one given position of Jewish belief and practice • implications of Reform's stress on change and adaptation for inter-faith issues.
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 differences of Reform's view of other traditions during its history and in different countries • evidence of the evolutionary perspective of Reform vis-a-vis Orthodoxy • attempts to maintain Reform ideas within Orthodoxy such as Geiger • scholarly contributions especially from rabbis.

Sikhism

Question Number		Indicative content
15 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level candidates may typically refer descriptively to:</p> <ul style="list-style-type: none"> isolated examples of factors which affected Guru Gobind Singh such as the martyrdom of Guru Tegh Bahadur with no attempt to distinguish religious from historical factors.
Level 2	6-10	<p>At this level candidates may adopt a wider approach to the task:</p> <ul style="list-style-type: none"> by examining a range of incidents in the Guru's life with limited reference to underlying factors such as the increasing religious extremism of the Mughal Empire following the death of Akbar they may demonstrate a limited attempt to distinguish religious from historical factors.
Level 3	11-15	<p>At this level candidates may show relevant evidence and examples to produce a clearly structured response to the task:</p> <ul style="list-style-type: none"> showing knowledge of at least one major historical factor which had an impact on Guru Gobind Singh this may be linked to incidents/achievements/teachings in his life to which this factor was relevant, such as the foundation of the khalsa as a response to the martyrdom of Guru Tegh Bahadur and <ul style="list-style-type: none"> the failure of his non-violent movement they may use technical terms such as shaheed.
Level 4	16-21	<p>At this level candidates are likely to produce a coherent response that includes a good range of relevant evidence:</p> <ul style="list-style-type: none"> they may choose a limited number of significant factors, such as the conflict with Islamic hegemony they may examine the persecution of the religious minorities, as a basis for examining their impact upon the outlook, teaching and practice of the Guru they may provide examples appropriately deployed to show how these factors influenced his decision, for example, to found the khalsa they may combine and synthesise the different historical and religious explanations for the foundation of the khalsa.

Question Number		Indicative content
15 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level candidates are likely to describe, uncritically, the way in which the term is used: <ul style="list-style-type: none"> • they may refer to Guru Gobind Singh with limited focus on the issue of importance.
Level 2	3-4	At this level candidates may offer a limited response to some of the issues: <ul style="list-style-type: none"> • they may apply the term to the ten Gurus with only passing reference to other contexts • they may present a basic case for the importance of the term.
Level 3	5-6	At this level candidates may offer an evaluation of the main issues raised: <ul style="list-style-type: none"> • they may focus in detail on the application of the term to the ten Gurus • they may provide with suitable illustrations, with some consideration of other applications, such as the Guru Granth Sahib • they may present a sound and balanced case by focusing on the issue of importance.
Level 4	7-9	At this level candidates may consider the range of interpretations of the term in Sikh teaching, and illustrate its centrality in Sikh thought: <ul style="list-style-type: none"> • they may refer to appropriate examples relating these more specifically to the status and influence of Guru Nanak and other Gurus • they may sustain a point of view focusing on the issue of importance within the tradition, for example by considering its use in relation to the Word-as-Guru, Guru Granth Sahib or Inner Voice, or Panth-as-Guru, the khalsa • they may refer to scholarly discussion about the relative weight of the different meanings of the term • they may use a range of technical vocabulary such as gurbani and Guru Granth Sahib.

Question Number		Indicative content
15 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates may select a few ideas: <ul style="list-style-type: none"> • they may provide a basic account of one aspect only, for example, how it was compiled or the process of achieving the status.
Level 2	6-10	At this level candidates may identify some key historical ideas: <ul style="list-style-type: none"> • they may describe a chain of transmission of sacred texts • they may refer to theological ideas such as the role and meaning of 'Guru'.
Level 3	11-15	At this level candidates are likely to select some main ideas focusing on the demands of the question indicating a broad understanding: <ul style="list-style-type: none"> • they may produce a clearly structured account of aspects of the process of the chain of transmission • they may discuss the process of authenticating copies and the issue of variant copies • the material on the process of becoming Guru may focus on the nature of Guruship, the process by which succession was demonstrated. <p>If only one aspect of the question is covered the candidate may not proceed beyond level 3.</p>
Level 4	16-21	At this level candidates are likely to show evidence of using material according to the demands of the question across the main ideas of both the process of compilation and status as Guru: <ul style="list-style-type: none"> • they may develop the content from Level 3, including an understanding of the significance of key ideas such as Guru • they may use scholarly contributions including writers such as McLeod • they may use a range of technical vocabulary such as pothi and bir • they may use an example of a text appropriately to highlight the main issues

Question Number		Indicative content
15 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may typically affirm the centrality of the Guru Granth Sahib as the 'living Guru' with some practical examples of how this status is expressed, such as in the organisation of the diwan.
Level 2	3-4	<p>At this level candidates may adopt a point of view supported by limited evidence or argument or refer to alternative approaches:</p> <ul style="list-style-type: none"> • they may show some understanding, with examples, of how the Guru Granth Sahib is used in different contexts daily in diwan leading to an affirmative view of its importance for Sikhs • they may refer to the importance of other scriptural texts such as the writings of Bhai Gurdas
Level 3	5-6	<p>At this level candidates may offer an evaluation of the main issue raised:</p> <ul style="list-style-type: none"> • they may comment on other scriptural sources such as the writings of Bhai Gurdas and Bhai Nand Lal and recognise, also with examples, that other sources usually provide the code of conduct for daily living • they may give examples which show an understanding of how the Guru Granth Sahib is central to Sikh teachings and practices, and as an inspiration for devotional practice and worship • they may use some technical terms such as gurbani.
Level 4	7-9	<p>At this level candidates:</p> <ul style="list-style-type: none"> • may typically contextualise their answer in some discussion about sources of authority within Sikhism. • may recognise and illustrate with examples, the role of the Guru Granth Sahib as essentially a book of spiritual enlightenment and devotion, and not a manual of daily practice • they may comment on more typical sources of practical rules for daily living, such as the Rahit Maryada • their argument will lead to a reasoned conclusion.

Question Number		Indicative content
16 (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 give a descriptive and partial account of Sikh practice, for instance, the use of Nit Nem.
Level 2	6-10	<p>At this level candidates may typically concentrate on a narrow examination of how Sikhs perform their devotion:</p> <ul style="list-style-type: none"> • they may refer to the use of the Guru Granth Sahib as the focal point for congregational worship • they may refer to its use as a source of hymns and daily prayers. There may be minimal links to the purposes of devotion.
Level 3	11-15	<p>At this level candidates are likely to identify some key features of devotional practice:</p> <ul style="list-style-type: none"> • they may refer to specific prayers such as the Japji, and refer to its purpose in drawing close to God • they may explain communal devotion • they are likely to link personal and communal devotion in their answers.
Level 4	16-21	<p>At this level candidates are likely to give a careful and detailed description including a good range of relevant evidence:</p> <ul style="list-style-type: none"> • they may use a range of technical vocabulary such as gurmukh, mukti and anand • they may provide an example to show a clear understanding of the main issue such as the daily discipline of devotion based on the Nit Nem, set clearly within the context of the goal of devotional practice • they may link this with aspects of congregational worship • they may develop the purpose of congregational worship in cultivating virtue, as well as devotion to achieve mukti.

Question Number		Indicative content
16 (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 offer a simple reason or example for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view.
Level 2	3-4	At this level candidates: <ul style="list-style-type: none"> • are likely to offer a descriptive account of 'devotion' in the context of the Nit Nem and nam japna in the Rahit Maryada • they may assert, with suitable examples, that Sikhism is based on devotion to God/meditation, without consideration of whether this by itself, can result in mukti.
Level 3	5-6	At this level: <ul style="list-style-type: none"> • candidates may typically consider that devotion is the best way of achieving good karma • they may compare other methods of creating good karma and the importance of grace and may provide scriptural evidence to support their argument. • Answers may focus on the importance of meditating on the Name and kirtan as means of earning spiritual merit. They may conflate the earning of merit with mukti.
Level 4	7-9	At this level candidates: <ul style="list-style-type: none"> • may set their discussion of devotion in the context of developing the virtuous tendencies that may further a relationship with the divine in response to grace. • they may support their reasoned opinion with relevant examples or quotations from sacred texts • they may also compare devotion to some of the other principles/rules for living and cultivating virtue observed by Sikhs, such as sewa • they may use a range of technical vocabulary.

Question Number		Indicative content
16 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates: <ul style="list-style-type: none"> • may provide a descriptive and partial account of Sikh discipline, for instance, maintaining the panj kakke.
Level 2	6-10	At this level candidates may concentrate on a description showing understanding of some key ideas: <ul style="list-style-type: none"> • they may refer to the kurehats and prescriptions, including the Nit Nem. • They may refer to, but provide minimal detail of, the communal obligations of the khalsa.
Level 3	11-15	At this level candidates offer relevant evidence and examples showing a broad understanding of the main issues: <ul style="list-style-type: none"> • they may identify some key features of personal obligations • they may explain communal obligations, including the need to worship in congregation • they may use some technical terms such as sangat and qaum.
Level 4	16-21	At this level candidates include a good range of relevant evidence to produce a coherent response: <ul style="list-style-type: none"> • they may refer to personal obligations • they may discuss the national as well as religious nature of communal obligations • they may provide appropriate examples to illustrate a clear understanding of communal mechanisms which may include the status of khalsa as guru, the need to learn the language, encourage one's spouse to join and the mechanism for resolving disputes in local congregations • they may use a range of technical vocabulary such as patit.

Question Number		Indicative content
16 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level candidates: <ul style="list-style-type: none"> • may likely to offer a simple reason or example for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view.
Level 2	3-4	At this level candidates: <ul style="list-style-type: none"> • may offer a descriptive account of 'identity' in terms of the panj kakke and 'discipline' in terms of the Rahit Maryada • they may assert, with suitable examples, that Sikhism is based on the khalsa.
Level 3	5-6	At this level candidates: <ul style="list-style-type: none"> • may typically compare other sources of identity and discipline, for example, the Guru Granth Sahib with the Rahit Maryada as boundary markers • they may provide scriptural evidence to support their argument • they may focus on an inclusive approach to the issue of Sikh identity and reference may also be made to the need for updating of the Rahit Maryada due to changing circumstances.
Level 4	7-9	At this level candidates: <ul style="list-style-type: none"> • may set their discussion in the context of Sikh repudiation of exclusivist approaches to achievement of mukti • they may debate whether this implies that any form of discipline and identity, for example that of the khalsa is unnecessary • they may support their reasoned opinion with relevant examples or quotations from sacred texts • they may use a range of technical vocabulary.

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 Jesus' encounter with Zacchaeus, whilst for the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.
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 nature of social exclusion at that time, illustrated by a simple reference to a parable or block of teaching for the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus' ministry, but they are likely still to rely on re-telling the textual narrative.
Level 3	11-15	<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 Parable of the Good Samaritan or Jesus' anointing by a 'sinful' woman 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 Jesus' association with tax collectors, and healing of lepers they may consider wider issues of spiritual purity and impurity 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 and trust in Jesus.

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 religious or social status 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 religious authorities regarding their attitude to outcasts 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 re-tell the story, but with a little more detailed understanding than at level 1 • some evidence of an awareness of the background issues and context is likely at this level.
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 demonstrate an understanding of the role the signs play in revealing who Jesus is • for Luke, candidates are likely to identify the relationship between these miracles and themes of outcasts and discipleship • 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 Jesus' miracles were controversial.
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 some reference to occasions when Jesus' performance of miracles is linked with a challenge, for example, Sabbath healings.
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, and the challenge they offered to his opponents • 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 'controversial' than Jesus' performing of miracles.
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, reference to the Lord's Prayer, or for the Fourth Gospel, some basic reference to details of the chosen episodes. 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 episode only, or fail to grasp the meaning of both. Some inaccuracies may be evident.
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, such as the parable of the friend at midnight, 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, such as the parable of the Pharisee and tax collector, Jesus' own life of prayer, or the disciples' praise in the temple at the end of the gospel, 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	At this level: <ul style="list-style-type: none"> • candidates are likely to offer a simple discussion of the importance of prayer and praise 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	At this level: <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	At this level: <ul style="list-style-type: none"> • it is likely that candidates will begin to draw out the significance of how and why Jesus' teaching may have been 'different' • 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	At this level: <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 significant this difference may have been 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 the Holy Spirit in the gospel.
Level 2	3-4	At this level candidates are likely to show a greater awareness of the role of the Holy Spirit: <ul style="list-style-type: none"> for Luke, candidates may make reference to the descent of the spirit at Jesus' baptism for the Fourth Gospel, candidates may refer to the indwelling of the spirit during Jesus' ministry, as witnessed by John the Baptist.
Level 3	5-6	At this level: <ul style="list-style-type: none"> candidates are likely to show some understanding of the role of the Holy Spirit in relation to the Old Testament and the power of Jesus for Luke, reference may be made to the sermon in the synagogue at Nazareth for the Fourth Gospel, candidates may allude to the sending of the Paraclete.
Level 4	7-9	At this level: <ul style="list-style-type: none"> candidates are likely to draw a conclusion about the relative importance of the Holy Spirit to Jesus' ministry for Luke, they may refer to Jesus' sending out of the 72 they may refer to his continuing importance after Jesus' death and in the early church for the Fourth Gospel, they may consider the use of water as a symbol for the spirit.

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