

Mark Scheme (Results)

June 2012

GCE Religious Studies (6RS01/01)

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General Marking Guidance

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

Unit 1: Foundations

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

Assessing Quality of Written Communication

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

Assessment Objective 1

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

Level	Descriptor	Marks
1	<p>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</p>	11-15

	<p>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 and accurately using technical terms appropriately</p>	
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 describe:</p> <ul style="list-style-type: none"> • one or two features of the design argument.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the thrust of the design argument. Candidates may give an account of:</p> <ul style="list-style-type: none"> • some simple ideas about the main features of the design argument • the order in the natural world.
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 about purpose in the natural world. Candidates may examine:</p> <ul style="list-style-type: none"> • evidence of purposefulness • interpretations of order in the natural world • the way these ideas are built up into an argument.
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 focused on an explanation of purpose in the natural world. Candidates may examine:</p> <ul style="list-style-type: none"> • the concepts and types of purpose in the natural world • a range of views about the role of purpose in these arguments • the strategic importance of this concept in teleological arguments • scholarly contributions to this topic.

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 present:</p> <ul style="list-style-type: none"> • one or two strengths of the argument.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • evidence to support the design argument • reasons to support this argument.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the strength of the design argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • some weaknesses in the argument may be overcome • there are substantial strengths in this argument • in a cumulative manner the argument may be seen as convincing.
Level 4	7-9	<p>Candidates are likely to display explicit evidence focused on the design argument as a successful proof. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • the range of evidence and reason supports the argument • the compelling nature of the argument amounts to a proof, with an analysis of proof • alternative positions and interpretations have weaknesses • scholarly debate adds credence to this argument.

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 describe:</p> <ul style="list-style-type: none"> • one or two strong features 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 give an account of:</p> <ul style="list-style-type: none"> • key features of the cosmological argument • some evidence 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 related to evidence supporting the cosmological argument. Candidates may examine:</p> <ul style="list-style-type: none"> • evidence of motion • evidence of causal processes • ways these support the cosmological argument.
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 focused on empirical evidence underpinning the cosmological argument. Candidates may examine:</p> <ul style="list-style-type: none"> • the role of evidence in the cosmological arguments • significance of key themes such as empirical evidence within these arguments • implications of empirical evidence within the reasoning of these arguments • scholarly contributions to these issues.

Question Number		Indicative content
1 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • one or two weaknesses of the cosmological argument.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • some criticisms of the cosmological argument • a point of view about the status of these criticisms.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the challenges against the cosmological argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • concepts such as movement and cause may have various explanations • the progression within the argument towards the conclusion about God is unwarranted • there are different interpretations about the conclusion in these arguments.
Level 4	7-9	<p>Candidates are likely to display explicit argument, focused on challenges to the cosmological argument. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may:</p> <ul style="list-style-type: none"> • assess the range of challenges to the cosmological arguments • consider strengths and their status • weigh up the alternatives and formulate a clear conclusion • draw on scholarly debates to inform these comments.

Question Number		Indicative content
2 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
		AO1 If candidates give an account of one solution they normally cannot proceed to level 3. There are specific solutions mentioned in the following scheme, noting there are many more credit-worthy approaches to this question.
Level 1	1-5	Candidates may present a limited and unstructured account. They may describe: <ul style="list-style-type: none"> • one or two problems with a partial account of one solution.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the problem of suffering and two solutions. Candidates may give an account of: <ul style="list-style-type: none"> • some examples of suffering regarded as a problem to a religious believer • two examples of solutions with passing reference to free will and life after death.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure across the scope of the question. Candidates may examine: <ul style="list-style-type: none"> • the inconsistent triad • key terms and beliefs in the work of Augustine • key terms and beliefs in the work of Irenaeus.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on ways in which suffering may be seen as a problem to a religious believer with an account of two solutions. Candidates may examine: <ul style="list-style-type: none"> • key concepts associated with the problem of suffering such as inconsistency with divine attributes and different sorts of problems with types of suffering • seminal concepts of Augustine such as privatio boni and free will • seminal concepts of Irenaeus such as image of God and suffering as necessary to divine purposes • refinements to these solutions over a period of time with reference to scholars such as Hick.

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 present: <ul style="list-style-type: none"> • one or two problems of these solutions.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • a few strengths and weaknesses of one solution • a few strengths and weaknesses of a second solution.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons to argue that one solution is more convincing than the other. Candidates may consider: <ul style="list-style-type: none"> • the views for and against one solution • the views for and against a second solution • an appraisal of the respective merits of one of these solutions vis-a-vis the other.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on an appraisal of one of these solutions compared to the other. 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"> • both solutions have varying degrees of strengths • both solutions have different types of weaknesses • on balance one solution is more convincing for various reasons • scholarly debate contributes to the academic rigour of these viewpoints.

Question Number		Indicative content
2 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two problems linked to belief in miracles.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of problems of belief in miracles. Candidates may give an account of problems:</p> <ul style="list-style-type: none"> • of evidence linked to miracles • of testimony associated with miracles.
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 related to key problems of belief in miracles. Candidates may examine:</p> <ul style="list-style-type: none"> • problems about the meaning of 'miracles' • dubious evidence to support miracles • conflicting reports of miracles.
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 focused on significant problems of believing in miracles. Candidates may examine:</p> <ul style="list-style-type: none"> • conceptual problems about definitions of miracle • issues of lack of probability in relation to belief in miracles • significant difficulties about the interpretation of experience • scholarly contributions to this topic.

Question Number		Indicative content
2 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • one or two strengths of belief in miracles.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • the trustworthy nature of empirical evidence • the importance of testimony.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the strength of belief in miracles. Candidates may argue that:</p> <ul style="list-style-type: none"> • the principle of credulity underpins belief in miracles • the principle of testimony coheres with the belief system • logical reasons lend support to belief in miracles.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the justification for belief in miracles. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • belief in miracles is justifiable given certain definitions of miracles • an appraisal of the strengths and weaknesses of belief in miracles leads to the logical acceptance of miracles • belief in miracles coheres with a belief system • scholarly debate, including alternative views, leads to a justification of belief in miracles.

Ethics

Question Number		Indicative content
3 (a)	(i)	
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 independent of religion:</p> <ul style="list-style-type: none"> they may make simple reference, for example, to the argument that it is possible for atheists to be moral <i>or</i> make reference to religious rules such as the Ten Commandments
Level 2	6-10	<p>At this level candidates may identify simple but accurate reasons to explain the arguments for and against this view:</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 in the modern world.
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 independent of 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 independent of morality:</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)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates are likely to struggle to raise any new material and are likely to rely on basic repetition of ideas from (i).
Level 2	3-4	At this level candidates may raise one or more simple reasons to explain why the arguments for or against the view are convincing, for example: <ul style="list-style-type: none"> • they may suggest that religious morality is not relevant to most people • Or they may suggest that religious morality continues to be very important to many people.
Level 3	5-6	At this level candidates may develop these reasons further: <ul style="list-style-type: none"> • they may consider problematic examples of religious morality • they may offer further arguments for or against the claim that morality is independent of religion • they may include the work of scholars, such as R A Sharpe, to support these arguments.
Level 4	7-9	At this level it is likely that candidates will have recognised the implications of the question for religious morality: <ul style="list-style-type: none"> • they may suggest that there are serious flaws with some expressions of religious morality and include well chosen examples • they may offer well developed arguments in favour of the independency of morality from religion • they are likely to evaluate some of the counter balancing arguments in support of religious morality • a balanced conclusion is likely to be drawn.

Question Number		Indicative content
3 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level candidates are likely to draw on a limited range of material:</p> <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 concepts.
Level 2	6-10	<p>At this level, candidates may struggle to fluently identify and express key concepts of their chosen theory and the answer may have a disjointed feel:</p> <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	<p>At this level:</p> <ul style="list-style-type: none"> candidates may offer a wider range of key concepts of Utilitarianism or Situation Ethics without dealing with them in depth some consideration of the background to and influences on the theory may emerge at this level 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	<p>At this level candidates are likely to be able to identify a significant range of key concepts of Utilitarianism or Situation Ethics, or to explore a narrower range at some depth:</p> <ul style="list-style-type: none"> for Utilitarianism, it is likely that candidates may 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 or Dietrich Bonhoeffer in Germany.

Question Number		Indicative content
3 (b)	(ii)	
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"> • for Utilitarianism, consideration of whether the important concepts are undermined by relevant criticisms is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct <i>or</i> for Situation Ethics they may suggest that the concept of agape is too fragile to be reliable • at the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory.
Level 3	5-6	At this level, candidates may rely on some repetition of material from (i) but will still maintain a clear line of argument in terms of whether the important concepts are undermined by relevant criticisms: <ul style="list-style-type: none"> • candidates may consider a wider range of problems raised by the theory chosen • they may offer some argument in continued support of the chosen theory • they are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the claim in the question.
Level 4	7-9	At this level, candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (i): <ul style="list-style-type: none"> • a range of relevant criticisms will be identified and used as the basis of a genuine attempt at evaluation • a reasoned and balanced argument 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)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, candidates are likely to address a very limited range of ideas associated with Just War: <ul style="list-style-type: none"> they may rely on GCSE level re-telling of the principles of Just War and will show little awareness of the deeper principles behind it.
Level 2	6-10	Candidates at this level are likely to refer to a narrow range of ideas associated with Just War: <ul style="list-style-type: none"> candidates may struggle to relate 'justify involvement in war' with Just War theory they may refer to one version or a limited number of conditions of the Just War theory.
Level 3	11-15	Candidates at this level are likely to show a good understanding of a range of approaches to Just War and to apply it to the wording of the question: <ul style="list-style-type: none"> they may refer to a wider range of Just War principles candidates may show some understanding of how the theory developed they may make some references to modern day applicability of the Just War theory and how it may justify involvement in war on some occasions.
Level 4	16-21	At this level, candidates are likely to be able to deal confidently with a range of issues associated with the Just War theory in relation to the wording of the question: <ul style="list-style-type: none"> they are likely to have a secure knowledge of at least one form of the Just War theory and most of its features candidates are likely to be able to examine the theory with reference to examples without falling into narrative, or offering an overly historical or contemporary political account some examples of modern warfare may be appropriately applied with careful relation to the wording of the question particular wars may be offered as illustrations of the need to justify defensive responses, for example, or to protect human rights.

Question Number		Indicative content
4(a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates are likely to make a simple reference to one or two reasons why going to war cannot be justified.
Level 2	3-4	Candidates at this level are likely to consider a limited range of issues which may support the view that no war can ever be justified: <ul style="list-style-type: none"> • candidates may consider one or more standard objections to the Just War theory • some consideration may be given of the teaching of Jesus on pacifism or to secular pacifist views.
Level 3	5-6	At this level, candidates may consider both sides of the argument: <ul style="list-style-type: none"> • they may consider a wider range of biblical material on the issue • they may offer some specific Church or secular teaching • they may give examples of well known religious thinkers who have offered a stance on war.
Level 4	7-9	At this level, candidates are likely to reach a balanced conclusion: <ul style="list-style-type: none"> • they may raise issues of conscience and changing social attitudes to war • consideration may be given of the problems of misunderstanding or misapplying religious teaching or of following the commands of religious leaders in these matters • they may suggest that the Just War theory is not applicable in cases of modern warfare and therefore modern warfare cannot be justified • they may suggest that, nevertheless, some wars can still be justified.

Question Number		Indicative content
4 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may present a simple case study or narrative scenario and a simplistic explanation of a way in which religious beliefs may be used to clarify dilemmas in sexual ethics.
Level 2	6-10	<p>At this level, candidates are likely to identify one or more dilemmas in sexual ethics:</p> <ul style="list-style-type: none"> • narrative and/or case study may be evident and candidates may typically rely on general principles rather than specifically religious approaches • candidates are likely to offer one or more ways in which religions beliefs may help to clarify dilemmas, but examination is not likely to be in great depth.
Level 3	11-15	<p>At this level, candidates will typically identify clearly defined issues in sexual ethics and be able to explain how they may be clarified by use of religious principles:</p> <ul style="list-style-type: none"> • use of narrative and/or case study is likely to be illustrative rather than anecdotal • candidates are likely to identify specific ways of clarifying dilemmas, although at this level they may not be fully explored • some reference to scholarly principles and contributions may be made.
Level 4	16-21	<p>At this level, it is likely that candidates will clearly identify ways in which religious beliefs may clarify dilemmas in sexual ethics:</p> <ul style="list-style-type: none"> • they are likely to show a clear understanding of the meaning of the word 'clarify' • at this level, candidates will typically avoid case study, and deal with issues in a scholarly manner. • they may consider the contribution of sacred texts and other religious authorities • the role of conscience, faith and obedience to a religious way of life may be considered.

Question Number		Indicative content
4 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to show little understanding of the implications of the question, although they may offer a basic response to the issue of whether religious attitudes tend to be old fashioned or inappropriate.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer a simple view in support of or opposed to the claim or simple but undeveloped reasons for and against it • some examples or textual references may be used to support their answer.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates will demonstrate an understanding of the implications of the question and be able to offer a balanced, though limited conclusion • they may consider the meaning of the world 'relevant' and question what is meant by 'most people' • they may make specific reference to examples of religious beliefs which serve to support or challenge the claim.
Level 4	7-9	<p>At this level, candidates will demonstrate a clear understanding of the implications of the question and offer a balanced argument taking into account reasons for and against the view:</p> <ul style="list-style-type: none"> • candidates are likely to offer a range of reasons in support of and opposed to the view, for example, that divine command ethics is absolutist and modern society approves a more relativist approach • they may consider whether the range of issues in modern sexual ethics has gone beyond that which religious teaching can hope to address • candidates may refer to ethical theories as alternative sources of moral guidance in the modern world • candidates may offer a mature evaluation of these issues.

Buddhism

Question Number		Indicative content
5 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine one topic they cannot normally proceed to level 3. If they examine more than two, read all the material and credit the best two.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the time before the Buddha.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the ethos before the time of the Buddha. Candidates may present: <ul style="list-style-type: none"> • simple examples of important features from one topic • basic examples of key features of a second topic.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to the time before the Buddha. Candidates may examine: <ul style="list-style-type: none"> • a detailed account of one topic • a briefer account related to a second topic • these topics with focus on the question regarding the time prior to the Buddha.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the period before the Buddha. Candidates may examine: <ul style="list-style-type: none"> • significant features of the two topics • appropriate breadth and specific detail • significance of these contextual topics for an understanding of this period • contributions of scholars to this topic.

Question Number		Indicative content
5 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • a biographical account with passing reference to the Buddha's reaction to his background.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • biographical evidence of the Buddha's acceptance of one or two features • biographical evidence of the Buddha's rejection of some features.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence for the Buddha's acceptance and rejection of some key features. Candidates may argue that:</p> <ul style="list-style-type: none"> • there is evidence and reason to show the acceptance of some of these key features • there is evidence to account for the Buddha's rejection of some of these key features • a biographical study of the Buddha identifies his view about his context and the significance of his enlightenment.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the Buddha's views about his context. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • there are sound reasons for the Buddha's views about his context, including acceptance and rejection of some features • the Buddha's views about his own context highlight important principles of his relationship to various religious traditions and his specific contributions to these traditions • these attitudes of the Buddha signify distinctive qualities about his life and work • scholarly contributions support these views about the Buddha's response and contributions.

Question Number		Indicative content
5 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two biographical features about the Buddha.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the enlightenment and death of the Buddha. Candidates may give an account of:</p> <ul style="list-style-type: none"> • the enlightenment story • a descriptive account of the death of the Buddha.
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"> • a fairly detailed account of the enlightenment of the Buddha highlighting the key events • a detailed account of the death of the Buddha • a few features concerning the more general significance of these two periods.
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 focused on the enlightenment and death of the Buddha. Candidates may examine:</p> <ul style="list-style-type: none"> • the context of different ways of liberation at the time of the Buddha • the distinctive features of the enlightenment in order to show its importance for an understanding of the life of the Buddha • the significant features of the final days and death of the Buddha for an understanding of the life of the Buddha • scholarly interpretations of this topic.

Question Number		Indicative content
5 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may provide a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> one or two biographical features of the final days of the Buddha .
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> a few ideas about the significance of the death of the Buddha comments about ways of liberation.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to clarify the Buddha's words. Candidates may comment on:</p> <ul style="list-style-type: none"> the significance of the final days and proclamation of the Buddha for Buddhists different ways of achieving salvation implications of 'self-effort' for Buddhist practice.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the implications for Buddhist practice of the Buddha's final proclamation. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> the context of ways of achieving salvation displays distinctive features of the Buddhist way the notion of the Buddha's proclamation signifies a rejection of various methods such as the role of the Vedas and of the priests and highlights the central importance of meditation this proclamation provides insights into the respective roles of Dharma and Sangha scholarly contributions add to the significance of these issues.

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 describe: <ul style="list-style-type: none"> • one or two features of the Refuges.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the Three Refuges. Candidates may give an account of: <ul style="list-style-type: none"> • the Buddha as a Refuge • a more limited account of the Dharma and 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 related to the key features of the Three Refuges. Candidates may examine: <ul style="list-style-type: none"> • key features of the Buddha as a Refuge • important aspects of the Dharma as a Refuge • important ideas associated with the Sangha.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the essential features of the Three Refuges. Candidates may examine: <ul style="list-style-type: none"> • the context of the Three Refuges such as within the Middle Way • the essential features of these Refuges • the meaning and significance of these Refuges • scholarly contributions to this topic.

Question Number		Indicative content
6 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may provide a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • one or two features of these Refuges.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may:</p> <ul style="list-style-type: none"> • put forward a simple account of their importance • include passing reference to the importance of the Buddha within these Refuges.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view that the Three Refuges are all of equal importance. Candidates may argue that:</p> <ul style="list-style-type: none"> • the Refuges all share common aims • all three have important implications for Buddhist practice • all three have significant links between them.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on respective importance of the Refuges with each other. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • the context of these Refuges and the meaning of 'refuge' indicate shared values • each of the Refuges have distinctive significance according to the context in which it is being used • a case can be made for all being equally important although some candidates may argue for alternative positions • scholars contribute to the overall issues at stake.

Question Number		Indicative content
6 (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 features about meditation.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of meditation. Candidates may give an account of: <ul style="list-style-type: none"> • a few features of the Eightfold Path • a few ideas about meditation.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to meditation within the Eightfold Path. Candidates may examine: <ul style="list-style-type: none"> • key ideas of the Eightfold Path relevant to mediation • links between moral teachings and meditation • the relationship between wisdom and meditation.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on meditation within the Eightfold Path. Candidates may examine: <ul style="list-style-type: none"> • the significance of the context of the Eightfold Path for an understanding of key teachings about meditation • the role of meditation as a means towards liberation from dukkha • the significance of the relationship between wisdom, morality and meditation • scholarly contributions to this topic.

Question Number		Indicative content
6 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may provide a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> • one or two accounts of meditation.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • a few ideas about the outcomes of meditation • the idea of links between meditation and morality.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view of the links between meditation and morality. Candidates may argue that: <ul style="list-style-type: none"> • there are characteristic features of moral behaviour within Buddhism • some types of meditation are linked to moral development such as metta • meditation and morality are both centrally important within Buddhism.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the claim that the main purpose of meditation is to improve moral behaviour. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> • the context of meditation within Buddhism is significant for an understanding of its purposes • an important purpose is to improve moral behaviour as seen in the Eightfold Path with some arguing it is the main purpose • that there are other key purposes such as insight acquired through vipassana which some may argue to be the main purpose • scholars contribute to the range of these debates.

Christianity

Question Number		Indicative content
7 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may <ul style="list-style-type: none"> • Make general comments about the person and work of Jesus without linking them specifically to any one theologian or movement.
Level 2	6-10	Candidates may <ul style="list-style-type: none"> • Refer specifically to one of Barth, Cone, Gutierrez, Bonhoeffer or others, but in general terms without going into too much detail.
Level 3	11-15	Candidates may <ul style="list-style-type: none"> • Include discussion of the place of both the person and work of Jesus in the modern period. • Focus more particularly on one or the other.
Level 4	16-21	Candidates may <ul style="list-style-type: none"> • Show a clear grasp of at least one modern theologian or school of thought about the person and work of Jesus. • Contrast their chosen person or school of thought with the work of other modern theologians or schools of thought.

Question Number		Indicative content
7(a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may <ul style="list-style-type: none"> • State simply some significance of these teachings.
Level 2	3-4	Candidates may <ul style="list-style-type: none"> • Link the teaching about the person and work of Jesus to contemporary practice of faith. • Link the teaching about the person of Jesus to the teaching about the work of Jesus in some way.
Level 3	5-6	Candidates may <ul style="list-style-type: none"> • Deal separately with the significance of both the person and the work of Jesus for Christians. • See a clear connection between an understanding of the person of Jesus and the work of salvation.
Level 4	7-9	Candidates may <ul style="list-style-type: none"> • Clarify the relation between the person of Jesus and the work of Jesus • Draw out implications for today's practice from such people as Bonhoeffer or Gutierrez or others • Discuss the place of the poor in today's world in relation to Jesus' teaching. • Contrast Christian claims of exclusivity with other Faith's claims. • Develop a coherent argument with reference to scholarly opinion.

Question Number		Indicative content
7 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may <ul style="list-style-type: none"> • Refer briefly to a social context such as Nazi Germany or Post war America. • Deal with either individuals or movements.
Level 2	6-10	Candidates may <ul style="list-style-type: none"> • Refer simply to the teaching of those, such as Bonhoeffer or Cone, who wrote in these contexts.
Level 3	11-15	Candidates may deal with <ul style="list-style-type: none"> • The work of Bonhoeffer or Cone. • The importance of grace in Bonhoeffer's teaching. • The importance of being black for Cone.
Level 4	16-21	Candidates may <ul style="list-style-type: none"> • Express more fluently the context of the people to whom they are referring. • Show a fuller understanding of teachings such as Cone's references to the blackness of Jesus and his teaching that believers needed to become black ontologically. • Deal with Bonhoeffer's teaching on religionless Christianity or Jesus as 'the man for others.' • Make further reference to others such as Malcolm X or Martin Luther King.

Question Number		Indicative content
7 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may <ul style="list-style-type: none"> • Make a simple comment on the significance of these teachings in general terms.
Level 2	3-4	Candidates may <ul style="list-style-type: none"> • Raise some of the difficulties inherent in the teachings of Cone or Bonhoeffer such as whether they have universal significance.
Level 3	5-6	Candidates may <ul style="list-style-type: none"> • Include a much wider context of the significance. • Deal with the social changes that these teachings may have produced, and how far they are culturally conditioned. • Weigh up how different teachings about Jesus can be reconciled.
Level 4	7-9	Candidates may <ul style="list-style-type: none"> • Raise the issue of whether there can be more than one teaching of the Church about the life and work of Jesus and how if there is, it may affect credibility. • Discuss the question of the significance of salvation today. • Develop a coherent argument with reference to scholarly opinion.

Question Number		Indicative content
8 (a)	(i)	
Indicative content		
Level	Mark	AO1 Normally candidates would not get beyond level 2 without dealing with both issues
Level 1	1-5	Candidates may <ul style="list-style-type: none"> Deal in a simple way with what is meant by God as personal or as creator.
Level 2	6-10	Candidates may <ul style="list-style-type: none"> Consider what it means for God to be personal and how it is possible for humans to be in relationship with him. Use passages of scripture to deal with the question of God as creator or as personal.
Level 3	11-15	Candidates may <ul style="list-style-type: none"> Offer an awareness of the difficulties of the attribution of the concept of personal to God, including problems of the word <i>person</i> itself in regard to God. Refer to the problems of beliefs in God as creator in a scientific world. Refer to the idea of humanity being created in the image of God or <i>creatio ex nihilo</i>.
Level 4	16-21	Candidates may <ul style="list-style-type: none"> Develop issues such as the immutability of God and how this relates to the requirement for Love that it is willing to change. Consider whether the act of creation is itself a change and whether creation therefore can be seen as good. Raise the question of whether God can be male or female. Deal with Buber, with the <i>imago dei</i>, or with God's authority over the world today.

Question Number		Indicative content
8 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may <ul style="list-style-type: none"> • Make simple comments on the issue of religion versus science.
Level 2	3-4	Candidates may <ul style="list-style-type: none"> • Refer to the particular problems raised by scientific accounts of the beginning of the universe. • Refer to the difficulties of attributing personality to God.
Level 3	5-6	Candidates may <ul style="list-style-type: none"> • Consider the issues raised by natural evil and genetic malfunction in relation to a beneficent creator and a personal God. • Introduce some modern issues of genetic engineering. • Raise the issue that the Creator God is also the Redeemer.
Level 4	7-9	Candidates may <ul style="list-style-type: none"> • Consider these challenges in greater depth with reference to specific scholarly/Church opinion • Construct a coherent argument that may conclude that it is extremely difficult for a Christian today to continue to believe in God as personal and Creator or come to an opposite conclusion.

Question Number		Indicative content
8 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may <ul style="list-style-type: none"> • Offer a simple comment about some of the different practices of the Eucharist.
Level 2	6-10	Candidates may <ul style="list-style-type: none"> • Include a more detailed account of these differences clearly relating each to a specific Church.
Level 3	11-15	Candidates may <ul style="list-style-type: none"> • Offer a more detailed understanding of the reasons that lie behind some of the differences. • Deal with the issue of offering sacrifice. • Deal with the role of the priest.
Level 4	16-21	Candidates may <ul style="list-style-type: none"> • Delineate the difference between sacraments and remembrance. • Make more detailed reference to modern Church teaching. • Deal with Schillebeeckx or Rahner.

Question Number		Indicative content
8 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may <ul style="list-style-type: none"> • Offer simple comments on the significance of Eucharistic practice.
Level 2	3-4	Candidates may <ul style="list-style-type: none"> • Make an assessment that deals with the practice of both Churches chosen.
Level 3	5-6	Candidates may <ul style="list-style-type: none"> • Consider that differences of belief do not always tally with denominational lines. • Discuss the implications of this blurring of lines of belief. • Discuss the respect accorded to the elements of the Eucharist in relation to what is believed about them. • Discuss the use of the reserved sacrament for the sick, adoration of the sacrament or viaticum.
Level 4	7-9	Candidates may <ul style="list-style-type: none"> • Develop the above issues in relation to the theology of the Eucharist. • Include reference to modern scholars' understanding of these issues. • Discuss whether the sacraments are declaratory or efficacious. • Develop a coherent argument with reference to scholarly opinion.

Hinduism

Question Number		Indicative content
9 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine one or two features they cannot normally proceed to level 3. If they examine more than three features, read all the material and credit the best three.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the Indus Valley culture.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the Indus Valley culture. Candidates may give an account of: <ul style="list-style-type: none"> • a basic feature of the Indus Valley culture • a second feature of this 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 related to the Indus Valley culture. Candidates may examine: <ul style="list-style-type: none"> • some archaeological material related to this culture • some examples linked to an important feature of this culture such as ritual practices • some possible beliefs associated with evidence from this culture.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on three significant features of the Indus Valley culture. Candidates may examine: <ul style="list-style-type: none"> • the contextual background of the Indus Valley culture in order to understand its distinctive features • the issues associated with the interpretation of this evidence • in full detail three features of this culture • scholarly contributions to this topic.

Question Number		Indicative content
9 (a)	(ii)	If candidates comments on one or two features they cannot normally proceed for level 3. If they examine more than three features, read all the material and credit the best three. (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may provide a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> • one or two accounts of Hindu practices.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • some ideas about the importance of one of these features • a few views about the influence of a second feature.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons regarding the possible significance of this culture for Hinduism. Candidates may argue that: <ul style="list-style-type: none"> • some ideas about deities are significant for Hindu beliefs • some features about social order are influential in the development of Hinduism • some practices such as sacrifices are influential at certain periods in the development of Hinduism.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the possible significance of these three features for Hindu belief and / or practice. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> • the context of this period has been seminal in the development of Hinduism • the complexities of the evidence and its interpretation result in a cautious estimate of the significance of this period • the three selected features have varying degrees of significance for the development of Hinduism • scholarly debates contribute to well reasoned views on 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 describe: <ul style="list-style-type: none"> • one or two examples of Vedic beliefs.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of Vedic beliefs. Candidates may give an account of: <ul style="list-style-type: none"> • basic ideas about some deities • simple notions about karma.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to major features of Vedic beliefs. Candidates may examine: <ul style="list-style-type: none"> • key beliefs about selected gods • important features of dharma linked to karma • ideas about samsara.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on major, distinctive features of Vedic beliefs. Candidates may examine: <ul style="list-style-type: none"> • key contextual material related to significant sources • key theological terms illustrated by analysis of beliefs about deities • views about creation, nature and samsara • scholarly contributions.

Question Number		Indicative content
9 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may provide a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • one or two features of the importance of Vedic beliefs.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • some ideas about the significance of the Vedas • passing reference to the authority of the Vedas.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view about the authority of the Vedas. Candidates may argue that:</p> <ul style="list-style-type: none"> • a number of key beliefs are of seminal importance within Hinduism • views about social and cosmic order are highly influential in the development of Hinduism • the Vedas present key ideas about salvation and liberation.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the claim that an acceptance of the authority of the Vedas is a defining feature of Hindu belief. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • there is a wide range of notions about authority within Hindu beliefs • there are sound reasons to affirm that the Vedas are authoritative for Hindu beliefs as seen e.g. in later schools of Hindu development • there are alternative views about authority, including the view that the variegated features of these Hindu traditions imply there is no single feature of authority shared by these various traditions • scholarly contributions highlight the difficulties in this topic.

Question Number		Indicative content
10 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of yoga.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of some aspects of yoga. Candidates may give an account of: <ul style="list-style-type: none"> • ideas about some benefits of yoga • simple notions of liberation.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to faults in the argument. Candidates may examine: <ul style="list-style-type: none"> • some yogic practices that may lead to benefits • yogic beliefs associated with atman and freedom
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on ways in which yoga may help devotees to attain liberation. Candidates may examine: <ul style="list-style-type: none"> • the context of yoga in relation to Hindu beliefs about moksha • yogic ideas about the relationship between God and atman together with various interpretations of these terms • key technical terms and show their significance such as prakriti and purusha • scholarly contributions.

Question Number		Indicative content
10 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> • one or two effects of yoga.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • views about physical control linked to yoga • mental control linked to yoga.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons regarding yoga as a form of discipline. Candidates may argue that: <ul style="list-style-type: none"> • yoga may be linked with asceticism and physical control • yoga develops mental discipline and consciousness • yoga is significant in terms of its various methods of developing self control.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the significance of yoga as primarily a form of discipline. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> • the context of yogic beliefs and practices lead to variegated purposes • the development of mental and physical discipline is significant as exemplified by various gurus/teachers and a range of yogic schools • the development of discipline is only one aspect of the purposes of yoga and some others may be regarded as more fundamental • scholarly contributions and selected yogic teachers add to this topic.

Question Number		Indicative content
10 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two features of these figures.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of Siva and Krishna. Candidates may give an account of:</p> <ul style="list-style-type: none"> • a few basic features associated with Siva • some simple ideas associated with Krishna.
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 related to the worship of Siva and the worship of Krishna. Candidates may examine:</p> <ul style="list-style-type: none"> • narrative material in order to extract key features • key emphases of worship of Siva with important themes • use of scripture and rituals in relation to Krishna.
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 focused on the different emphases of worship of Siva and worship of Krishna. Candidates may examine:</p> <ul style="list-style-type: none"> • the context of these beliefs and practices and the complexities of the range of material • in an explicit manner the different emphases between these two traditions • links and different themes across these traditions such as asceticism and bhakti • scholarly contributions to this topic.

Question Number		Indicative content
10(b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may provide a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • one or two narrative details about Krishna.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • views about the importance of Krishna and others • ideas about links between gods and their representatives.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to comment on the avatar tradition in Hinduism. Candidates may argue that:</p> <ul style="list-style-type: none"> • there are many examples of the avatar tradition within Hinduism • this relates to some beliefs about deities and human nature • there are important implications arising from this tradition for liberation.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the significance of the avatar traditions within Hinduism. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • the avatar traditions form a part of Hindu belief and practice • these traditions are significant because of their contributions to bhakti and the development of various religious virtues and moral codes • the avatar traditions have sometimes elicited controversies such as caste issues and gender debates • scholarly contributions add to these views.

Islam

Question Number		Indicative content
11 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the period before Muhammad.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the religious traditions prior to the time of Muhammad. Candidates may give an account of: <ul style="list-style-type: none"> • Jewish features at this time • polytheistic systems at this time.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure of some of the religious traditions before Muhammad. Candidates may examine: <ul style="list-style-type: none"> • types of animism • features of Judaism • relevant aspects of Christianity.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on religious traditions in pre-Islamic Arabia. Candidates may examine: <ul style="list-style-type: none"> • the overall context of a range of pre-literate and religious traditions • key beliefs and practices together with an analysis of important terms • important themes such as types of gods, life after death and prophecy • scholarly contributions to this topic.

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 present:</p> <ul style="list-style-type: none"> • one or two features about Muhammad .
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • features of Muhammad’s teaching concerning Allah as the one and only God • ideas about the importance of Mecca as a religious centre.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to comment on the possible influence of these religious traditions on Muhammad. Candidates may argue that:</p> <ul style="list-style-type: none"> • the influence may be limited given this was regarded as a ‘period of ignorance’ • the influence may be seen in the way some of Muhammad’s teaching saw this period as a way of distorting the message of the one God • there may have been an acceptance of commonly held beliefs about the importance of prophets and of sacred places.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the possible influence of the varied religious background on Muhammad’s teaching. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • the varied background led to a range of different responses in Muhammad’s teaching • there was a development of key features such as the role of prophets and the value of revealed scripture • there was a concerted rejection of many of these earlier beliefs and practices • scholarly accounts add to the range of possible responses to this topic.

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 describe: <ul style="list-style-type: none"> • one or two features about Muhammad in Madinah.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of Muhammad's time in Madinah. Candidates may present: <ul style="list-style-type: none"> • Muhammad's life in Madinah • a simple version of the key events.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to Muhammad's life in Madinah. Candidates may examine: <ul style="list-style-type: none"> • the early stages of Muhammad's time in Madinah • various battles • political developments.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the key problems and responses linked to Muhammad's time in Madinah. Candidates may examine: <ul style="list-style-type: none"> • an overview of the main problems and responses of Muhammad's time in Madinah • evidence and reasons for Muhammad's development as a statesman and the emergence of the ummah • theocracy and the position of Muhammad • scholarly contributions to this topic.

Question Number		Indicative content
11 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> one or two ideas about Muhammad's time in Madinah.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> views about Muhammad as leader ideas about the Muslim community.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons related to the significance of this period for Muslims. Candidates may argue that:</p> <ul style="list-style-type: none"> there is a substantial amount of Qur'anic teaching linked to the period of Madinah the problems and solutions highlight the significance of the varied roles of Muhammad as leader the ummah is of the utmost importance to Muslims.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the significance of the period of Muhammad in Madinah. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> an overview of this period highlights the distinctive significance of this period for Muslims this period is pivotal in terms of the status of Muhammad within the ummah this period signifies the distinctive features of Islam as a theocracy scholarly contributions provide evidence and reasons for these issues.

Question Number		Indicative content
12 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two features about life after death.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of akhirah. Candidates may present:</p> <ul style="list-style-type: none"> • some descriptive features about akhirah • a simple version of beliefs about resurrection.
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 about the key teachings about life after death. Candidates may examine:</p> <ul style="list-style-type: none"> • some key notions about the Last Judgement • a few central ideas about resurrection • some notions about paradise.
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 focused on the key teachings about akhirah in the context of the six beliefs. Candidates may examine:</p> <ul style="list-style-type: none"> • the context of the six beliefs in order to give perspective to this particular belief such as Allah as Creator and Judge • beliefs about judgement, punishment and rewards • implications for related views such as the role of angels • scholarly contributions to this topic.

Question Number		Indicative content
12 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may provide a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • one or two views about life after death.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • ideas about moral codes and possible punishment • basic ideas about burial.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons in order to comment on akhirah. Candidates may argue that:</p> <ul style="list-style-type: none"> • types of life styles may influence entry to paradise • behaviour leads to punishment and Hell • there are implications arising from a contrast between immortality of the soul and resurrection.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the significance of akhirah within Islam. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • belief in Allah underpins all ideas about akhirah • belief in akhirah influences related beliefs and influences life styles • there are debates within Islam about predestination and free will • scholarly debates contribute to the range of issues under investigation.

Question Number		Indicative content
12 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features about the Five Pillars.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of salat and shahada. Candidates may give an account of: <ul style="list-style-type: none"> • key ideas about salat • basic information about shahada.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to salat and shahada. Candidates may examine: <ul style="list-style-type: none"> • some distinctive ideas about salat • some important features about shahada • some understanding of the relationship between salat and shahada.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the distinctive ideas of salat and its links with shahada. Candidates may examine: <ul style="list-style-type: none"> • an overview of the Five Pillars focused on the links between salat and shahada • a full analysis of salat and shahada with key terms • a careful scrutiny of the relationship between salat and shahada • scholarly contributions to this topic.

Question Number		Indicative content
12 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may provide a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • one or two ideas about the Five Pillars .
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • a basic account of sawm • a few simple purposes of sawm.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to comment on the significance of sawm. Candidates may argue that:</p> <ul style="list-style-type: none"> • the key features of sawm are significant within the Five Pillars • there are some important purposes associated with sawm • key features of sawm are important in relation to a range of Muslim practices.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the significance of sawm for Muslim practice. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • an understanding of the context of sawm develops an understanding about beliefs about Allah and their bearing on Muslim practice • the significance of sawm may be linked to revelation and the ummah with important implications for Muslim practice • sawm is only of partial significance given the links to the other Pillars • scholarly contributions add range to this topic.

Judaism

Question Number		Indicative content
13 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
		Candidates who examine only one figure normally cannot proceed to level 3.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two biographical features.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of Rashi and his influence. Candidates may give an account of: <ul style="list-style-type: none"> • Rashi's life • a simple version of Rashi's commentary on parts of the Jewish scriptures.
Level 3	11-15	Candidates may identify some relevant information showing a basic awareness of Rashi and Halevi. Candidates may give an account of: <ul style="list-style-type: none"> • a simple version of Rashi's teachings • some of Halevi's ideas.
Level 4	16-21	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to key teachings of Rashi and Halevi. Candidates may examine: <ul style="list-style-type: none"> • the rabbinic background and importance of the Torah for these figures • the correct compilation of Jewish Law • Jewish relations with other religious traditions.

Question Number		Indicative content
13 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on the key teachings of Rashi and Halevi. Candidates may examine:</p> <ul style="list-style-type: none"> • the relevant context such as diaspora, Talmud and Greek philosophy • rabbinic methods and approaches to understanding the Torah and Talmud • key themes such as the Land of Israel, chosen people and the Messiah • scholarly contributions to this topic.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • views about Jewish prophecy • views about philosophy.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to show the importance of Halevi within Judaism. Candidates may argue that:</p> <ul style="list-style-type: none"> • there is a contrast between the values of prophecy compared to the limitations of philosophy • pivotal importance is given to the belief of 'God working in history' • Halevi places central importance on beliefs about Israel together with the chosen people.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the significance of Halevi for Jewish thought. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • an overview of Halevi's contributions show prominence given to some ideas but not others • Halevi's encounters with other religious traditions and philosophy highlighted the supremacy of distinctively Jewish beliefs • many of his themes are significant for Jewish thought in some traditions but not others • scholarly contributions add to this debate about Halevi's significance.

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 describe: <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 of the life and work of Maimonides. Candidates may present: <ul style="list-style-type: none"> • key information about the life of Moses Maimonides • a simple version of some ideas.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure related to key features of the life and work of Maimonides. Candidates may examine: <ul style="list-style-type: none"> • the various places he lived and their possible impact on his life • key emphases such as the Law of Sinai and his ideas about prophecy • a basic outline of his major works.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on an explanation of the key features of the life and work of Maimonides. Candidates may examine: <ul style="list-style-type: none"> • an overview of his context and key events indicating that Maimonides was probably the most influential teacher in post-Talmudic Judaism • his travels and range of influences on his corpus • leading themes in the Thirteen Principles of Faith • scholarly contributions to this topic.

Question Number		Indicative content
13 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may provide a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> • one or two ideas about Maimonides.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • the prominent ideas of Maimonides concerning Jewish belief • a simple version of a few philosophical ideas associated with Maimonides.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view that Maimonides combined philosophy with Jewish belief. Candidates may argue that: <ul style="list-style-type: none"> • Maimonides linked a range of ideas into his Biblical work • theological beliefs are central in the work of Maimonides • Maimonides encountered philosophical ideas in his work on Gnostic beliefs.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the view that Maimonides successfully combined philosophy with Jewish belief. 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"> • an overview of his works show the range of his interests including philosophical systems • Maimonides was more interested in the relationship between theology and philosophy than philosophy in its own terms • Maimonides was more interested in Aristotelian philosophy and incorporated religious beliefs into this system • scholarly contributions to this topic.

Question Number		Indicative content
14 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two features of Orthodoxy.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of Orthodoxy. Candidates may give an account of:</p> <ul style="list-style-type: none"> • a few basic features of Orthodox beliefs • some simple ideas about Orthodox practices.
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 related to Orthodox beliefs and practices. Candidates may examine:</p> <ul style="list-style-type: none"> • fundamental beliefs about revelation and the chosen people • how these beliefs influence ideas about authority and tradition • the underlying principles of Orthodox worship and practice.
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 focused on quotation with reference to Orthodox belief and practice. Candidates may examine:</p> <ul style="list-style-type: none"> • the distinctive emphasis of the divine basis of Judaism • the ways these ideas about revelation influence belief and practice • the effects these ideas have on Jewish identity and its interpretation of history • scholarly contributions including Rabbinic thought on this topic.

Question Number		Indicative content
14 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may provide a simple, descriptive response. Candidates may present: <ul style="list-style-type: none"> • one or two ideas about Orthodoxy.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • reasons to account for the belief in the divine basis of Orthodoxy • simple views about one or two controversies arising from this basis.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons to consider controversies related to Orthodoxy. Candidates may argue that there are: <ul style="list-style-type: none"> • some differences between Orthodox beliefs and another Jewish tradition • some differences between Orthodox practices and another Jewish tradition • cultural and social differences between Orthodoxy and other religious traditions.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on controversies related to the claim about the divine basis of Orthodoxy. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> • the reasons to affirm the divine basis of Orthodoxy are intrinsic to its whole development • there are controversies arising from this basis that span both belief and practice across different Jewish traditions • some of these differences are fundamental and many others are peripheral • scholarly debate adds to this topic.

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

Question Number		Indicative content
14 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> • one or two aspects of Orthodoxy.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • examples of differences between these traditions such as views about the chosen people • evidence of tensions such as gender issues.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons related to differences between these Jewish traditions. Candidates may argue that:</p> <ul style="list-style-type: none"> • there are substantial differences between their respective positions on revelation and scripture • there are significant cultural and social differences such as Sabbath observance and dietary laws • these differences may be seen in different Jewish communities in different countries some of which may have far reaching consequences.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the view that there is on-going antagonism between Orthodoxy and Reform Judaism. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • the historical context of the development of Reform had significant repercussions • there are trends within Orthodoxy that highlight these differences • there are reasons and evidence to support the view that these divisions are profound and on-going • scholarly contributions including Rabbinic views add to this controversy.

Sikhism

Question Number		Indicative content
15 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • general aspects of his background such as the martyrdom of Guru Tegh Bahadur with no attempt to distinguish religious from historical factors.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the context of the Guru's life. Candidates may give an account of:</p> <ul style="list-style-type: none"> • 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 • the hostility of the Hindu hill rajas.
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 about factors that impacted the context of the Guru. Candidates may examine:</p> <ul style="list-style-type: none"> • either the establishment of the Guru Granth Sahib as the final Guru or • the foundation of the Khalsa identifying the people as the 'Guru' rather than an individual • the foundation of the Khalsa as a response to the martyrdom of Guru Tegh Bahadur and the failure of his non-violent movement refers to historical context but if the martyrdom is seen as a result of increasing religious extremism in the later Mughal Empire, this latter factor is part of the religious context.
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 focused on the context in which the Guru lived. Candidates may examine:</p> <ul style="list-style-type: none"> • the conflict with Islamic hegemony and the persecution of the religious minorities, as a basis for examining their impact upon his outlook, teaching and practice such as building mosques for Muslims who followed him • confirmation of Guru Granth Sahib as Guru • the foundation of the Khalsa • synthesis of religious and historical factors.

Question Number		Indicative content
15 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present the fact that:</p> <ul style="list-style-type: none"> • he created the Khalsa.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • his importance as founder of the Khalsa • the importance of another Guru, for example, Guru Nanak as the founder of Sikhism.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the significance of Guru Gobind Singh. Candidates may highlight:</p> <ul style="list-style-type: none"> • the importance of Guru Gobind Singh in declaring the status of the Guru Granth Sahib • the importance of Guru Gobind Singh in following the Khalsa as his Guru • the distinction between Sikhism and the Khalsa, with Guru Gobind Singh more important for the latter than the former.
Level 4	7-9	<p>Candidates are likely to display explicit evidence focused on the significance of Guru Gobind Singh. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • there is continuity or disparity between the beliefs and practices of the early Gurus, and especially Guru Nanak, and those of Guru Gobind Singh, illustrated by such issues as hostility to religious orders in the early Gurus versus the Khalsa • scholarly perspectives such as Mcleod's argument about militarisation of the faith after the fifth Guru can inform a discussion about alleged militarism of the Khalsa • the status of the Guru Granth Sahib did not change after 1708 • it is impossible to recapture the way of life of the Khalsa that was his Guru.

Question Number		Indicative content
15 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> reference to any one of the Ten Gurus.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of different uses of the term 'Guru'. Candidates may give an account of:</p> <ul style="list-style-type: none"> the Ten Gurus as a group sharing the same spirit material concerning the Guru Granth Sahib.
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 related to evidence of different uses of the term 'Guru'. Candidates may examine:</p> <ul style="list-style-type: none"> detail on the application of the term to the Ten Gurus the impact of the status of the Guru Granth Sahib the concept of the Panth-as-Guru, the Khalsa.
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 focused on the idea of the 'Guru'. Candidates may examine:</p> <ul style="list-style-type: none"> the status and influence of Guru Nanak and other human Gurus the importance of the Guru Granth Sahib the institution of Panth-as-Guru, the Khalsa teachings about God as the True Guru, the Sabda, the Inner Tutor.

Question Number		Indicative content
15 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> the Guru Granth Sahib as the 'living Guru' with some practical examples of how this status is expressed, such as its pivotal role in religious ceremonies.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> the role of the Guru Granth Sahib as the source of Sikh teaching the Rahit Maryada as the code of conduct.
Level 3	5-6	<p>Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language. Candidates may examine:</p> <ul style="list-style-type: none"> the Guru Granth Sahib as the arbiter of Sikh teachings the role of the Guru Granth Sahib as the sourcebook for devotional practice and worship the role of the Rahit Maryada as providing the code of conduct.
Level 4	7-9	<p>Candidates are likely to display explicit argument. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may examine:</p> <ul style="list-style-type: none"> the role of the Guru Granth Sahib as a book of spiritual enlightenment and devotion, and not a manual of daily practice the function of alternative texts, i.e. the Rahit Maryada to provide rules for daily living the status of the Guru Khalsa Panth as equally authoritative as the Guru Granth Sahib the importance of other scriptural sources such as the writings of Bhai Gurdas, Bhai Nand Lal and the Dasam Granth.

Question Number		Indicative content
16 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. They may describe: <ul style="list-style-type: none"> the use of nit nem.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the problem of suffering and two solutions. Candidates may give an account of: <ul style="list-style-type: none"> the use of the Guru Granth Sahib as the focal point for congregational worship the use of the Guru Granth Sahib as a source of hymns and daily prayers.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure across the scope of the question. Candidates may examine: <ul style="list-style-type: none"> the role of mantras personal devotion such as the nit nem aspects of communal devotion.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas focused on ways in which devotion may be seen as integral to the Sikh way of life. Candidates may examine: <ul style="list-style-type: none"> a detailed description of the daily discipline of devotion based on the nit nem communal devotion such as the akhand path the role of reciting mantras reflection on, including listening to, or taking part in discussion of religious texts set clearly within the context of the goal of devotional practice.

Question Number		Indicative content
16 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a basic argument for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view such as:</p> <ul style="list-style-type: none"> no one can receive God without devotion.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> devotion in the context of the nit nem and nam japna in the Rahit Maryada teachings such as the need to live by one's own honest earning.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to argue that devotion is not the most important element in the Sikh way of life. Candidates may consider:</p> <ul style="list-style-type: none"> that devotion without understanding may be considered as blind faith which is discouraged the importance of meditating on the Name and kirtan as means of earning spiritual merit. They may conflate the earning of merit with mukti other means of earning merit such as sewa.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on an appraisal of the importance of devotion in the Sikh way of life. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> the importance of the cultivation of virtue as a means to attract and retain grace is the only element necessary to receive mukti it is equally important to earn a living through honest means and to perform sewa nam japna is more important there is a need to understand what is being sung or recited leading to the importance of discussion in order to discriminate between right and wrong in the Sikh way of life.

Question Number		Indicative content
16 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> • maintaining the Panj Kakke.
Level 2	6-10	Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> • a description of the four major taboos as well as prescriptions, such as earning an honest living • minimal discussion of the communal obligations of the Khalsa.
Level 3	11-15	Candidates may provide a range of accurate and relevant knowledge, highlighting some main ideas and using some technical terms focusing on the demands of the question. Candidates may examine: <ul style="list-style-type: none"> • personal obligations such as avoiding the four major taboos • communal obligations, including the need to serve in the congregation • national obligations, such as learning the language.
Level 4	16-21	Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> • personal obligations such as performing daily nit nem • communal obligations, including the need to provide donations to the gurdwara • national obligations, such as encouraging a spouse to join the nation, if they are not already members • procedures for governing the Khalsa commonwealth, such as the role and function of the Akal Takht.

Question Number		Indicative content
16 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> the Khalsa was revealed more than three hundred years ago so is clearly out of date.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> the Khalsa as the ideal form of a Sikh the historical age of the Khalsa ideal.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the strength of belief in miracles. Candidates may argue that:</p> <ul style="list-style-type: none"> the 5 Ks are no longer an effective uniform as, for example, the kirpan could be updated with a gun Sikhs are not persecuted anymore so there is no need to join the Khalsa Guru Gobind Singh joined the Khalsa and a Sikh should follow in the footsteps of the Guru.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the justification for belief in miracles. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> the Khalsa is an eternal form. There were guns in use in South Asia in 1699. the Khalsa is the living Guru of Guru Gobind Singh so it can never be out of date the rules of the Khalsa are reviewed periodically, e.g. the latest Rahit Maryada was promulgated in the middle of the twentieth century the Khalsa is the boundary marker for the faith community and a boundary marker will always be necessary.

New Testament

Question Number		Indicative content
17 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings, such as the analogy of the rich man and the eye of the needle or the parable of Lazarus and the rich man. 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 not loving God and money, or the difficulties for discipleship of dependence on wealth, illustrated by a simple reference to a parable or block of teaching for the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus's ministry, but they are likely still to rely on re-telling the textual narrative.
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 by wealth and appropriate use of wealth parables and blocks of teaching are likely to be used in a more developed manner for the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to highlight the gospel's key teaching on wealth and poverty, drawing on a range of ideas and examples, but without relying on narrative important issues such as the impossibility of reconciling discipleship with love of money and of understanding the difference between material and spiritual wealth are likely to be drawn out the best answers will set material against the background of contemporary Judaism and show an awareness of scholarship for the Fourth Gospel, the meaning of the sayings will typically be placed firmly in context, including ideas of Jesus as the only way to salvation, OT background and the significance of symbolism.

Question Number		
17 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> for Luke, candidates are likely to offer confessional teaching, but it will typically lack depth and useful comment. For the Fourth Gospel, candidates may discuss the context of the sayings with little or no reference to background or the views of scholars.
Level 2	3-4	At this level: <ul style="list-style-type: none"> for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider themselves closer to God and are reluctant to forgive supposed sinners for the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication that he has come to replace Judaism and its promises.
Level 3	5-6	At this level: <ul style="list-style-type: none"> for Luke, candidates may typically highlight issues of the nature of Jesus' challenge to the Jewish teaching by offering an inclusivist picture of God's nature for the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy and criticism of the authorities candidates are likely to make use of the Old Testament and the concept of replacement theology.
Level 4	7-9	At this level: <ul style="list-style-type: none"> for Luke, candidates may typically highlight differences between Jesus' teaching and that of Judaism at the time and the implications of him standing out against the authorities and accepted teaching for the Fourth Gospel, candidates may refer to the responses of the authorities who see Jesus' teaching as a challenge to their own authority they may highlight how Jesus fulfils scripture and prophecy views of scholars are likely to be used with confidence.

Question Number		Indicative content
17(b)	(i)	
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 • some evidence of an awareness of the background issues and context is likely.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to display accurate knowledge and understanding of the miracles within their context in the gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event • the underlying messages of the incidents are likely to be examined, for example, the significance of trust in Jesus in Luke, or the acceptance of Jesus and awareness of his identity for the Fourth Gospel • some scholarly views may be applied.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus • for the Fourth Gospel, candidates are likely to understand the role the signs play in revealing who Jesus is • for Luke, candidates are likely to identify the significance of Jesus, who will be raised from the dead, prefiguring his own resurrection, and as the one in whom the disciples must place their trust in difficult times • use of scholarship and an awareness of the whole gospel will be typical.

Question Number		Indicative content
17(b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether or why they were of little importance to his ministry.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may typically display a basic evaluation of these miracles, with some simple reference to scholarship • they are likely still to have failed to draw on the implications of their role in Jesus' ministry or they may miss the implications of the phrase 'of little importance'.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may typically show a greater awareness of the role of miracles in Jesus' ministry, perhaps by reference to their Christological nature • they may draw on material from elsewhere in the gospel to support their answers • some evaluation of the claim is likely to be evident.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer some clear assessment of the role of miracles and their significance in Jesus' ministry overall • they may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles are used Christologically in the gospels • on the other hand, they may consider whether other aspects of Jesus' ministry were more important than his miracles • some evaluation of the claim is likely to be evident.

Question Number		Indicative content
18 (a)	(i)	
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)	
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 and to his ministry as a whole • for the Fourth Gospel, candidates are likely to attempt a basic evaluation of women's roles in Judaism and of the role they play in Jesus' ministry, 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 'important' • for Luke, candidates are likely to make some evaluation of Jesus' teaching compared with that of Judaism, highlighting some similarities and differences • for the Fourth Gospel, they are likely to offer a range of viewpoints, drawing on the evidence of the gospel as well as the two named incidents. Some use of scholarship is likely to be evident.
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 important these teachings or conversations 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)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level</p> <ul style="list-style-type: none"> for both gospels, candidates are likely to rely on a simple re-telling of one or more basic teachings concerning discipleship or the role of the disciples in the gospels.
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to show a greater awareness of issues such as making a commitment to following Jesus and the likelihood of persecution candidates may explore the text in greater depth, though some may still rely on re-telling the narrative.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to provide some specific examples of teaching, such as calling narratives, private teaching to the inner circle, and instructions concerning the disciples' future mission to the world for the Fourth Gospel, reference to the teaching of the Farewell Discourses may be made, including concepts such as abiding in the vine and receiving the Paraclete some understanding of the relationship of this material to the whole gospel may be evident and the views of scholars may be applied.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to highlight several issues relating to discipleship, drawing on teaching, parables and episodes and to explore them in greater depth examples of named disciples and their experiences may be employed important issues such as witness, new life, the spirit and dependency on Jesus are likely to be developed in the context of the gospel and the early church there is likely to be little or no basic re-telling of the textual narrative.

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

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