

Mark Scheme (Results)

Summer 2013

GCE Religious Studies (6RS03)

Paper 1

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link:

www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UA036780

All the material in this publication is copyright

© Pearson Education Ltd 2013

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.
- Mark schemes will indicate within the table where, and which strands of

QWC, are being assessed. The strands are as follows:

- i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
- ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
- iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

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 question's 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>Some relevant knowledge deployed as evidence or examples to show a basic understanding of some of the issue(s) raised by the task, though limited in scope and 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 shows limited awareness of issue(s) raised by the task; evidence or example(s) are tangential to the task; knowledge selected as evidence or examples is random, isolated and minimal in scope; expression lacks clarity, but the response is not worthless</p> <p>Mid Level 1: 2 marks shows a limited but clear awareness of the issue(s); some of the evidence or example(s) given are relevant to the task; knowledge selected is fragmentary, but contains valid material; expression is imprecise</p> <p>High Level 1: 3-4 marks shows a basic understanding of the issue(s); evidence or example(s) are mostly relevant to the task; knowledge selected is accurate and appropriate but limited in scope; expression has some limited clarity but remains imprecise</p>	1-4

- 2 A sufficient range of evidence and/or examples to show understanding of some key ideas or concepts, but limited in terms of the scope of the task; communicated with a sufficient degree of accuracy to make the meaning clear. 5-9

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.

Low Level 2: 5 marks

shows a simple but straightforward awareness of some of the issue(s); supported by suitable and relevant evidence or example(s); knowledge selected to show awareness of some key ideas or concepts; expression lacks clarity but the overall meaning is accessible

Mid Level 2: 6-7 marks

shows a clear awareness of some of the issue(s); supported by some well-chosen and pertinent example(s) or evidence; knowledge selected shows basic understanding of some key ideas or concepts; expressed with some accuracy to make the meaning clear

High Level 2: 8-9 marks

shows a basic understanding of the issue(s); supported by relevant and carefully chosen evidence or examples; knowledge selected shows a sound understanding of some key ideas or concepts, but limited in terms of the scope of the task; expressed with sufficient accuracy to make the meaning clear

- 3 Relevant evidence and examples used to produce a clearly structured response to the task, offering sufficient breadth and/or depth to indicate a broad understanding of the main issue(s); expressed clearly and accurately, using some technical terms. 10-14

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.

Low Level 3: 10 marks

identifies and shows a general understanding of some of the main issue(s); uses relevant evidence and examples as the basis for an organised response to the task; knowledge selected shows some evidence of breadth and/or depth of understanding; a generally clear account using some technical terms

Mid Level 3: 11-12 marks

shows a broad and/or in depth understanding of some of the main issue(s); an organised response to the task deploying evidence and examples carefully; knowledge selected shows sufficient evidence of breadth and/or depth of understanding; expressed clearly using some technical vocabulary

High Level 3: 13-14 marks

offers a broad and/or in depth understanding of the main issue(s); evidence and examples selected to produce a well-organised account; knowledge includes detail and/or general ideas; expressed clearly and accurately using technical vocabulary

- 4 A coherent response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to show a clear understanding of the main issue(s) raised; expressed accurately and fluently, and using a range of technical vocabulary. 15-18

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.

Low Level 4: 15 marks

presents a generally clear understanding of the main issue(s); a well organised account with a range of evidence and examples to support understanding; draws together broad and/or detailed ideas into a generally concise structure; expressed clearly using technical language

Mid Level 4: 16 marks

presents explanations to show understanding of the main issue(s); a range of examples and relevant evidence are deployed to give a clear and concise structure; understanding is shown by fluency in the use of appropriate ideas and concepts; expressed accurately and clearly using technical language widely

High Level 4: 17-18 marks

a comprehensive response to the task; with a clear focus and emphasis on explaining and developing the main issues; supported by a range of examples and evidence to show breadth and/or depth of understanding; a clear and concise structure built around key ideas; expressed lucidly, using technical vocabulary with facility

Assessment Objective 2

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

Level	Descriptor	Marks
1	A simple awareness of some of the issue(s) raised in the task, typically shown at a descriptive level through limited arguments for and/or against alternative approaches; leading to a largely unsubstantiated point of view; imprecisely expressed.	1-3
2	An attempt to offer a limited response to some of the issue(s) raised in the task, typically by reference to alternative approaches; a point of view supported by limited evidence or argument; communicated with a sufficient degree of accuracy to make the meaning clear.	4-6
3	A structured attempt to offer an evaluation of the main issue(s) raised by the task, based on an analysis of alternative approaches, typically by reference to appropriate sources; a point of view supported by evidence and argument; expressed clearly and accurately using some technical terms.	7-9
4	A coherent response to the task, in which scholarly opinion and careful analysis support a critical evaluation of the issue(s) raised; a point of view expressed accurately, fluently and using a range of technical vocabulary, and supported substantially by evidence and reasoning.	10-12

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 of Religion

Question 1a		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two basic features of either argument.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • some key ideas of either argument • a simple examination of selected key thinkers.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • selected fundamental concepts of either argument • types of reasoning associated with the respective arguments • key stages in these arguments in terms of moving towards the conclusion.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • carefully selected evidence to support the relevant argument • carefully selected reasons to support the argument • the strength of the explanatory power of the arguments and their significance • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two weaknesses of the selected argument.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • examples of rejection of the argument • the strength of the views against the argument.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • key views against the argument • an assessment of counter arguments • the contribution of a few scholars.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • the strengths and weaknesses of evidence against the selected argument • the strength and weaknesses of reasons against the selected argument • the justification or otherwise of the view that these views are not conclusive • alternative stances which may argue for conclusive proof of the selected argument.

Question 1b		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		<p>Candidates may identify a few features without evidence of understanding their significance. Candidates may mention:</p> <ul style="list-style-type: none"> • a descriptive account of an artist's idea of a picture compared to the completed work of art.
2	5-9	Levels Descriptor
		<p>Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present:</p> <ul style="list-style-type: none"> • a simple account of a definition of God • a few basic ideas from Anselm.
3	10-14	Levels Descriptor
		<p>Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine:</p> <ul style="list-style-type: none"> • the concept of 'that than which nothing greater can be conceived' • the contrasts between existing in the mind and existing in reality • the basic reasoning of the ontological argument leading to the conclusion.
4	15-18	Levels Descriptor
		<p>Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine:</p> <ul style="list-style-type: none"> • a contextual understanding a priori and a posteriori reasoning • key concepts associated with this argument • significant turning points in this type of argument • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two weaknesses of the ontological argument.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • Gaunilo's criticism • Anselm's response to this type of reasoning.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the view that this argument fails. Candidates may include: <ul style="list-style-type: none"> • some key ideas associated with a priori reasoning • some strengths and limitations of a priori arguments • key weaknesses of this argument.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • major types of arguments and key ideas such as deductive and a priori • the reasons why it is claimed that a priori arguments are based on logic and entirely different from experience together with critical comments about this • major contributors to this debate about a priori reasoning • key views about existence and necessary existence.

Question 2a			
	(i)	If candidates examine only one concept they cannot normally proceed beyond level 2. If they examine more than two read all the material and credit the best two.	(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	Levels Descriptor	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two features of one of the concepts. 	
2	5-9	Levels Descriptor	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • a simple account of one of the concepts • a basic understanding of the second concept. 	
3	10-14	Levels Descriptor	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • key terms such as dualism • the distinction between the two selected concepts • the contributions of a few leading thinkers. 	
4	15-18	Levels Descriptor	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the selected concepts such as its place in a religious tradition and how these influence their significance • presuppositions that determine the significance of the selected concept • distinctive emphases of the concept • scholarly contributions. 	

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a few strengths of belief in life after death.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • an account of why some believe in life after death • the strengths of reasons to support belief in life after death.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • an account of simple evidence to support belief in life after death • the way philosophical positions such as dualism may support belief in life after death • the ways in which a religious tradition sets out to support this belief.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • different ideas associated with credibility • key thinkers and approaches to this debate such as Hick and eschatological verification, although this example is not essential • different types of evidence and reasons used to support belief in life after death relative to particular religious traditions • a range of alternative stances that argue that such a belief cannot be credible.

Question 2b		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few examples of religious language.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • some central ideas associated with religious language • a simple account of why religious language may be seen to be untrustworthy.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • reasons why religious language is thought to be problematic • the links between the view that religious language is suspect and an associated philosophical school • the contributions of one or two influential scholars.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • reasons why religious explanations are thought to be meaningless • reasons why religious assertions are believed to be meaningless • the philosophical traditions that lead to this type of reasoning • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two basic strengths of religious language.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • the strengths of analogy in this context • examples of religious language used in practice.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • basic criticisms of those positions that reject religious language • examples of why it is argued that religious language is meaningful • one or two key contributors to this debate.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • the range of arguments used to reject the claim that religious language is meaningless • the strengths and weaknesses of the position claiming that religious language is meaningful • a Wittgensteinian approach that puts forward an alternative model to debates about meaningfulness • the overall justification of the claim that religious language makes sense.

Question Number		Indicative content
3 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have identified one or more key features of the chosen ethical theory and case studies may be used descriptively.
Level 2	5-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have correctly identified a range of key features of the chosen theory but at a limited level in terms of length and depth and with little analysis of how far those features may be deemed strengths; • case studies may still be used descriptively rather than analytically.
Level 3	10-14	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to focus on the key features of their chosen theory, possibly still from the angle of content of the particular theory but with more attention on how far those features may be strong; • candidates may consider the value of relevant religious thinking behind the theory; • case studies will be used more analytically, if at all.
Level 4	15-18	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to present an extensive account of their chosen theory, demonstrating a clear understanding of its principles and the extent to which they may be deemed strengths; • they may refer comparatively to other theories to draw out strengths of the chosen theory; • case studies, if used, will be applied analytically • use of modern and classical scholars is likely to be evident.

Question Number		Indicative content
3(a)	(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 have given one or more weaknesses of their selected theory but with little or no consideration of their relative value in terms of persuasiveness.
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to express a view regarding the persuasiveness of their chosen theory; • they are likely to come to a simple conclusion, possibly referring to the wording of the question.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have offered one or more opinions as to the relative persuasiveness of their chosen theory; • an appreciation of the implications of the phrase 'in the modern world' may be apparent; • conclusions are likely to be based on a balanced assessment of evidence.
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have offered clear opinions as to the relative persuasiveness of their chosen theory • contributions of key scholars are likely to be offered; • candidates are likely to have fully appreciated the implications of the phrase 'in the modern world'; • personal opinion is likely to inform a balanced conclusion.

Question Number		Indicative content
3 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have identified one or more key features of Virtue Ethics and case studies may be used descriptively.
Level 2	5-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have correctly identified a range of key features of Virtue Ethics, such as the Golden Mean and the notion of eudaimonia but at a limited level in terms of length and depth; • case studies may still be used descriptively rather than analytically.
Level 3	10-14	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to focus on the key features of Virtue Ethics, such as the goal of virtue and the notion of telos in terms of character development; • candidates may consider the value of relevant religious thinking behind the theory; • case studies will be used more analytically, if at all.
Level 4	15-18	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to present an extensive account of Virtue Ethics; • case studies, if used at all, will be used briefly to illustrate a key point; • candidates are likely to show a strong understanding of the philosophical principles of their selected theory and may make reference to other sources used – e.g. texts from the anthology; • candidates may consider some modern applications of the theory, such as those of Alastair MacIntyre or Elizabeth Anscombe.

Question Number		Indicative content
3(b)	(ii)	Some candidates may answer part (i) significantly better than part (ii) or vice versa. Each part should be marked on its own merits.
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to struggle to express a view as to whether the critique has undermined the relationship between religion and morality and may rely on narrative material.
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • Candidates are likely to show some knowledge and understanding of one or more critiques in order to lay the foundation for a simple argument; • candidates are likely to express a view regarding the strengths and weaknesses of the one or more critiques arriving at a simple conclusion.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have offered one or more clear opinions as to the relative success of the chosen critique(s); • contributions of key scholars are likely to be offered; • some attempt may be made to reach a balanced conclusion.
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer clear opinions as to the relative weaknesses and strengths of one or more identified critiques; • use is likely to be made of the contributions of key scholars as well as informed personal opinion; • a balanced conclusion is likely to be drawn as to how successfully critiques undermine the link between religion and morality; • candidates are likely to show a clear understanding the concept of religious morality.

Question Number		Indicative content
4(a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates will show some simple knowledge of the concepts but it will be undeveloped and lack scholarly reference, for example, they may identify the meaning of key terms or identify one or more purposes of punishment.
Level 2	5-9	<p>Candidates will show some knowledge and understanding of the two concepts in their broader context, but are likely to be dependent on simple illustrations:</p> <ul style="list-style-type: none"> • with reference to justice, candidates may consider ideas of equality or fairness; • with reference to law and punishment, candidates may consider the role of law as a mediator of punishment
Level 3	10-14	<p>Candidates are likely to offer a reasonably full knowledge and understanding of the two concepts:</p> <ul style="list-style-type: none"> • they are likely to demonstrate accurate theoretical and practical material; • some reference to the work of appropriate scholars may be made; • some case studies may be used with more discursive, than descriptive value.
Level 4	15-18	<p>Candidates are likely to demonstrate a full knowledge and understanding of the chosen concept:</p> <ul style="list-style-type: none"> • reference is likely to be made, where appropriate, to relevant scholars and theoretical approaches; • practical examples and likely to be used against a scholarly background, such as the work of Plato or Rawls; • candidates may consider the relationship between justice, law and punishment; • use of case studies will enhance, not detract from, the theoretical concepts discussed.

Question Number		Indicative content
4(a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates are likely to show a basic understanding of objectivity and subjectivism:</p> <ul style="list-style-type: none"> • they may make a simple descriptive observation about the issues they raise for law and punishment.
Level 2	4-6	<p>Candidates are likely to express one or more simple ideas about objectivity and subjectivism:</p> <ul style="list-style-type: none"> • candidates may consider the problems they raise for law and punishment; • use may be made of a simple case study or personal opinion.
Level 3	7-9	<p>Candidates are likely to raise one or more legitimate problems and/or advantages raised by the concepts and their relationship with law and punishment:</p> <ul style="list-style-type: none"> • candidates may consider how far, and for what reasons, punishment should be influenced by these concepts; • they may consider the notion that law must be an objective concept; • consideration may be made of how far objectivity allows for interpretation and renewal.
Level 4	10-12	<p>Candidates are likely to have demonstrated a clear understanding of how objectivity and subjectivism pose problems for the related concepts:</p> <ul style="list-style-type: none"> • they are likely to offer well considered conclusions as to the value of the relationship between them; • conclusions are likely to be supported by substantiated personal opinion and/or use of scholars; • candidates may consider the role of law and punishment in society; • they may apply some use of ethical theories to the concepts in order to reach a conclusion.

Question Number		Indicative content
4 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level, candidates are likely to make one or two simple observations about ethical language:</p> <ul style="list-style-type: none"> • for example, they may make the observation that ethical language deals with attempts to define what is 'good'.
Level 2	5-9	<p>At this level, candidates are likely to develop a fuller range of ideas identifying the problems of ethical language:</p> <ul style="list-style-type: none"> • they may consider attempts to identify 'good' as a natural property or raise the problem of the naturalistic fallacy; • candidates are likely to address the issue of 'meaningless', referring possibly to the work of the Logical Positivists.
Level 3	10-14	<p>Candidates are likely to identify how the question of meaningfulness is relevant for ethical language:</p> <ul style="list-style-type: none"> • they may consider whether moral language has factual content; • they may explore whether ethical language is emotive; • use may be made of appropriate examples in an analytic manner.
Level 4	15-18	<p>At this level, candidates are likely to demonstrate an awareness of a wide range of issues arising from the claim that ethical language is meaningless:</p> <ul style="list-style-type: none"> • they may explore the problem of making value judgments; • candidates may consider the problems raised by attempts to verify ethical language claims; • they may consider issues such as prescriptivism and/or particularism; • case studies and examples are likely to be used critically and candidates are likely to make good use of well chosen scholars.

Question Number	Indicative content
-----------------	--------------------

4(b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level, candidates are likely to make a simple observation: <ul style="list-style-type: none"> • for example, they may consider the success or otherwise of one way of solving the problem of the charge of meaningfulness.
Level 2	4-6	Candidates are likely to make an assessment of the value of one or more solutions to the problem of meaningfulness: <ul style="list-style-type: none"> • they may make suggestions about the way in which the term 'good' may be defined to avoid the charge of meaningfulness; • they may take one example of a problem identified in (i) and suggest a solution to it.
Level 3	7-9	At this level: <ul style="list-style-type: none"> • candidates may evaluate the work of the logical positivists and consider how far that has proved useful; • they may explore how far intuitionism solves the problem; • candidates may suggest that the charge is not problematic.
Level 4	10-12	Candidates are likely, at this level, to make a comprehensive assessment of ways in which this charge may be withdrawn or maintained: <ul style="list-style-type: none"> • they may consider that the problem has not been solved and raise questions for the future of ethical language; • candidates may explore how far the use of ethical theories helps to clarify the meaning of ethical language; • they may suggest that problems of meaningfulness are solved by an anti-realist approach to ethical language; • they may offer a thorough-going analysis of a response to the charge and arrive at a clear and balanced conclusion.

Question 5a			
	(i)		(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	Levels Descriptor	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few biographical features of Ashoka's life. 	
2	5-9	Levels Descriptor	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • biographical aspects associated with the Edicts • his distress at the bloodshed in warfare. 	
3	10-14	Levels Descriptor	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • simple ideas associated with the Dharma in the Edicts • moral features in the Edicts • social aspects of Dharma. 	
4	15-18	Levels Descriptor	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of Buddhist ideas prior to the time of Ashoka • Dharma and ahimsa • notions of a social welfare scheme linked to Buddhist devotion • scholarly contributions. 	

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a few ideas associated with the achievements of Ashoka.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • a brief overview of the expansion of Buddhism in Ashoka's time • role of the Sangha in this expansion.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • the relationship between Buddhist beliefs and social practices • the growing influence of Buddhism across SE Asia • the developing emphasis on devotion to the Buddha as seen in the stupas.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • Buddhism's close links with established centres of power and influence • the tensions between devotion to the Buddha and Buddhism in terms of its moral and social influence • its significance in the development of Theravada Buddhism such as the Buddhist Councils and the formation of the Pali canon • the limited significance in terms of its eventual decline in India after Ashoka.

Question 5b		
	(i)	For the purposes of this mark scheme Zen is selected as one of the exemplars.
	(ii)	
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • some characteristics of Zen practices.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • the importance of meditation • some cultural activities linked to Zen.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • the links between the development of Zen and its roots in the beginnings of Buddhism • key contributions of some Zen masters such as Eisai • key features of Soto Zen.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • the ways in which indigenous traditions and culture influence the development of Zen • refinements to Buddhist meditation such as koan and zazen • the significant differences between Theravada Buddhism and Zen • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some influential features of Zen.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • different views about the Buddha • different ideas about the Eightfold Path.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • different types of Buddhist scriptures • different emphases regarding Buddhist teachings • changes of view towards monastic communities.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • transformation regarding the Three Jewels and their status • direct experience of enlightenment with minimal attention to thought and reason • emphasis on tariki compared to jiriki • the legitimacy of reference to the expression 'transformed Buddhism'.

Question 6a			
	(i)		(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	Levels Descriptor	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few simple ideas about 'self'. 	
2	5-9	Levels Descriptor	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • a descriptive account of changing notions of self identity • links between this teaching and the enlightenment of Gautama. 	
3	10-14	Levels Descriptor	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • links between anicca and anatta • examples to support belief in anatta • links between meditation and belief in anatta. 	
4	15-18	Levels Descriptor	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • contextual material on atman and the significance of this belief • key ideas about anatta associated with the dukkha, anicca and the five skandhas • notions of samsara linked to a moral causal process as seen in the Questions of King Milinda • scholarly contributions. 	

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two basic ideas about nirvana.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • links between nirvana and the enlightenment of Gautama • some metaphors used about nirvana.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • the meaning of nirvana as a 'blowing out' • the basis of these ideas in the Four Noble Truths • the role of meditation in this context.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • some key debating points from the Questions of King Milinda regarding these issues • reasons why a claim is made about anatta underpinning nirvana • the complex relationship between anicca and anatta in this context and their role in achieving nirvana • the conceptual impossibility of talking about nirvana and hence of any supposed links or relationship.

Question 6b			
	(i)	If candidates examine only one of these two themes they normally cannot proceed beyond level 2.	(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	Levels Descriptor	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two descriptive features about bodhisattvas. 	
2	5-9	Levels Descriptor	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • basic ideas about the bodhisattva way • descriptive features of one or two bodhisattvas. 	
3	10-14	Levels Descriptor	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • a range of ways of achieving liberation • the significance of the bodhisattva vow • some basic ideas about the 6 perfections of the bodhisattvas. 	
4	15-18	Levels Descriptor	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • liberation for all via the 'one great vehicle' • importance of 'skilful means' and transfer of karmic merit • the combination of wisdom and loving-kindness as exemplified in the bodhisattvas • scholarly contributions and set texts such as the Lotus Sutra. 	

1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two aspects of Theravada Buddhism.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • a simple account of Theravada Buddhism • a basic overview of differences to Mahayana Buddhism.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • key contrasts between Theravada and Mahayana Buddhism • the importance of the bodhisattva doctrine in this context • major differences across different countries representing Theravada and Mahayana Buddhism.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • the contrasts between individual liberation and liberation for all • contrasts between the arahat and bodhisattva • a range of differences such as the Buddha as a Refuge in Theravada and Buddhology in Mahayana • alternative stances in which there are various sub groups within Theravada and many schools across Mahayana Buddhism.

Question Number		Indicative content
7 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may deal: <ul style="list-style-type: none"> • briefly with Bonhoeffer's writings or his role in reaction to the persecution of the Christian Churches in Nazi Germany.
Level 2	5-9	Candidates may: <ul style="list-style-type: none"> • deal with Bonhoeffer's work in response to the persecution of the Churches by the Nazis • include some elements of his teaching such as his abandoning of his earlier pacifist stance to resist the Nazis.
Level 3	10-14	Candidates may deal with: <ul style="list-style-type: none"> • details of his work such as the bomb plot • a range of Bonhoeffer's teaching such as his concept of cheap grace, religionless Christianity or as Jesus the man for others • the relationship between his teaching and his work.
Level 4	15-101 15-18	Candidates may show a: <ul style="list-style-type: none"> • coherent response to an understanding of his work and teaching with regard to scholarly opinion • full account of his work among the Churches • full account of his writings which may include his letters to pastors serving in the army on the Eastern front • developed analysis of his teaching showing what influences there were in his writings such as Luther or Barth.

Question Number		Indicative content
7 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may: <ul style="list-style-type: none"> • Make a simple argument such as that he is to be regarded as a modern martyr.
Level 2	4-6	Candidates may show that Bonhoeffer: <ul style="list-style-type: none"> • tried to put his faith into action • may help Christians today to do the same.
Level 3	7-9	Candidates may show the : <ul style="list-style-type: none"> • quality of example expressed in his willingness to identify with his people to the point of death • radical nature of his writing such as <i>The Cost of Discipleship</i> • fragmentary knowledge of his teaching makes a complete assessment impossible.
Level 4	10-12	Candidates may: <ul style="list-style-type: none"> • create an assessment of his significances today • emphasise the difficulties of assessment because of the incompleteness of much of our knowledge of his theology • deal with the development of his work and his influence on those who followed him such as JAT Robinson • build a coherent argument leading to a conclusion, using scholarly opinion that will attempt to assess his significance within the modern world.

Question Number		Indicative content
7 (b)	(i)	
Indicative content		
If candidates answer with reference to more than one practice read all the material and credit the best one.		
Level	Mark	AO1
Level 1	1-4	Candidates may present a basic account of: a modern situation e.g. action in Nazi Germany, Ecumenism, Interfaith or Liberation Theology today
Level 2	5-9	Candidates may identify some key ideas about : <ul style="list-style-type: none"> • the issues arising but in a simple way • their significance today focussing on the demands of the question.
Level 3	10-14	Candidates may: <ul style="list-style-type: none"> • deal clearly with the different issues arising from the practice in a more systematic way • include a clear analysis of these issues • demonstrate differences both within and between denominational stances.
Level 4	15-18	Candidates may: <ul style="list-style-type: none"> • show evidence of selecting and adapting material in order to present a coherent answer • examine a detailed analysis of the Christian basis of the practice • demonstrate an understanding of the debate about whether this practice is justified • develop these issues in the light of the views of modern scholars and modern Church teaching.

Question Number		Indicative content
7 (b)	(ii)	
Indicative content		
Level	Mark	AO1
Level 1	1-3	Candidates may present a simple argument: <ul style="list-style-type: none"> • about the selected practice but without adequate attention to the question.
Level 2	4-6	Candidates may: <ul style="list-style-type: none"> • clarify a basic argument about how the practice chosen has significance for Christians.
Level 3	7-9	Candidates may: <ul style="list-style-type: none"> • weigh up the significance not just for the Church but for those in the wider community • debate different views of its significance • consider alternative stances.
Level 4	10-16	Candidates may: <ul style="list-style-type: none"> • analyse just how Christian a practice it might be • show the roots of this practice in Christian teaching • show an effective use of scholarly debate • reach a justifiable conclusion.

Question Number		Indicative content
8 (a)	(i)	Examine This MS is indicative of Trinity but may also answer on atonement and salvation
Indicative content		
Level	Mark	AO2
Level 1	1-4	Candidates may: <ul style="list-style-type: none"> • make simple statements about the Trinity, e.g. that it cannot be challenged
Level 2	5-9	Candidates may: <ul style="list-style-type: none"> • offer an understanding of the nature of the Trinity • deal with some of the difficulties in reconciling the one with the three.
Level 3	10-14	Candidates may: <ul style="list-style-type: none"> • offer a developed understanding of the modern Trinitarian teaching • include ideas about substance and person • consider the development beyond the Early Church Councils.
Level 4	15-18	Candidates may: <ul style="list-style-type: none"> • present a full discussion of modern teachings • consider one of the challenges to Orthodox views, such as Haight • consider those who wish to keep things as they are • analyse the works of scholars such as those of Rahner or Schillebeeckx.

Question Number		Indicative content
8 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer: <ul style="list-style-type: none"> • simple statements in defence of the traditional view of the Trinity.
Level 2	4-6	Candidates may: <ul style="list-style-type: none"> • make a case for keeping the traditional view of the Trinity • accept that modern challenges may be made.
Level 3	7-9	Candidates may offer: <ul style="list-style-type: none"> • deal with the opposing views within the modern Church • a thorough examination of the challenges that Christians today may put forward.
Level 4	10-12	Candidates may: <ul style="list-style-type: none"> • use critical scholarship to build a case in defence or not of the traditional view • introduce the issue of revelation from other faiths • develop a reasoned argument. • reach a justifiable conclusion

Question Number		Indicative content
8 (b)	(i)	The MS is indicative of the nature of the Church but candidates may choose to focus on death and eternal life.
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may: <ul style="list-style-type: none"> • present a basic account of nature of the Church
Level 2	5-9	Candidates may identify some key ideas: <ul style="list-style-type: none"> • about the nature Church in general terms • from one or more set texts or their contexts.
Level 3	10-14	Candidates may: <ul style="list-style-type: none"> • include a more coherent understanding of the teaching about the nature of the Church • demonstrate awareness of the context of texts used • examine the distinctive aspects of the beliefs of the Church.
Level 4	15-18	Candidates may: <ul style="list-style-type: none"> • examine the teaching about the nature of the Church from any chosen texts. • analyse different interpretations of some of these passages • compare and contrast different teaching about the nature of the Church • consider the work of scholars in relation to these texts.

Question Number		Indicative content
8 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may present a simple argument about: <ul style="list-style-type: none"> • the significance of the Church.
Level 2	4-6	Candidates may clarify a basic argument about: <ul style="list-style-type: none"> • the nature of the unity of the Church • the significance of unity for the Church today
Level 3	7-9	Candidates may: <ul style="list-style-type: none"> • weigh up differing views about the nature of the Church • debate what teaching these views present • discuss their significance today.
Level 4	10-12	Candidates may: <ul style="list-style-type: none"> • consider alternative stances. • evaluate how some are of more significance than others • show effective use of scholars • reach a justifiable conclusion.

Hinduism

Question 9a			
	(i)	If candidates examine only one figure they cannot normally proceed beyond level 2.	(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	Levels Descriptor	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few biographical features of one of these figures. 	
2	5-9	Levels Descriptor	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • Ramakrishna's links with Kali • his emphasis on religious experience. 	
3	10-14	Levels Descriptor	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • selected biographical material relevant to their emphases • Ramakrishna's view about common features across religions • The importance of Vedic traditions in Dayananda Sarasvati. 	
4	15-18	Levels Descriptor	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of Hindu thought and practice at this time • interfaith issues related to the emphases of Ramakrishna and the Ramakrishna Order • neo-Vedanta and its developments in the Arya Samaj • scholarly contributions. 	

Level	Mark	AO2 If candidates discuss only one figure they normally cannot proceed beyond level 2.
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two important features of one of these figures.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • a simple overview of Western influences at this time • Ramakrishna's knowledge of western religions.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • key features of religious experiences associated with Western traditions and how these may have influenced Ramakrishna • Western political influences and their reaction as seen in Dayananda Sarasavati • their contributions to a renewal of Indian values.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • the conflicting evidence of a range of Western influences and disparate responses to them • the different emphases of the Ramakrishna Movement and the Arya Samaj regarding Western influences • the strengths and weaknesses of Western influences on Indian values • alternative views such as the limited and partial influence of Western traditions on Indian culture.

Question 9b		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • some general biographical features about Gandhi.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • biographical information related to caste issues • his emphasis on 'welfare for all'.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • some key features of the caste system • the significance of Gandhi's views about the harijans • implications of these ideas during Gandhi's life and work.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • the historical and religious context of Gandhi in relation to caste • the significance of Hindu views about atman and Brahman • implications about ahimsa and its significance for Gandhi • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of criticisms against Gandhi.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • an account of criticisms against Gandhi in his early work in South Africa • criticisms against Gandhi from politicians from the West.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • some debates between Gandhi and other reformers at the time • criticisms made by Indian politicians • criticisms made by priests and influential figures in Hinduism.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • a range of religious groups critical of Gandhi's methods and aims • political issues about Indian independence coupled with the method of ahimsa • a range of issues related to the separation of Hindus and Muslims • the view that the Mahatma transcends ephemeral criticisms.

Question 10a		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two rituals associated with funerals.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • a simple account of reincarnation • a basic view about karma.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • the term samsara • the role of karma in this context • the importance of moksha.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a range of different beliefs about samsara and atman across different periods • the complex and cosmic dimensions associated with types of samsara • the key teachings from the set texts related to life after death • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • notions of reincarnation across a range of beings.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • problems about understanding atman • difficulties of the possible range of relationships between atman and Brahman.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • problems of achieving liberation • different approaches between the role of some avatars compared to achieving karmic merit • ways these difficulties may be met within selected traditions.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • the difficulties in the debates e.g. between monistic and dualistic positions • differences of opinion about the purposes of hells and heavens • different ways in which the set texts consider approaches to issues about life after death • problems about attempts to understand metaphysical language.

Question 10b			
	(i)	If candidates examine only one term they normally cannot proceed beyond level 2.	(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	Levels Descriptor	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a simple view about samsara 	
2	5-9	Levels Descriptor	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • a basic account of samsara • a simple overview of moksha. 	
3	10-14	Levels Descriptor	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • ideas of types of samsara • ways to achieve moksha • moksha as freedom from samsara. 	
4	15-18	Levels Descriptor	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of samsara and moksha across a range of Hindu traditions • a range of different interpretations of these terms • relevant parts of the set texts to illustrate key themes • scholarly contributions. 	

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of Hindu moral codes.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • ways of improving samsaric existence • devotion to one or more deities in terms of seeking moksha.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • the importance of these themes at different stages of life such as renunciation and the sannyasin stage • the links between these terms and belief in avatar tradition • the relationship between these terms and selected types of yoga.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • potential clashes between ahimsa and performance of duty as seen in the Gita • the contributions of the Katha Upanishad to belief and practice arising from these terms • various contributions from Hindu thinkers such as Gandhi to these topics • the view that samsara may be influential but that some Hindu thinkers may query the relevance of moksha within Hinduism.

Islam

Question 11a		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> a descriptive account of one or two battles.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> an account of the defeat of rebellions the cohesion of the expanding Muslim communities in shared beliefs and practices.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> the view that the expansion was the will of Allah successful trade relations across this area leading to Muslim expansion family and political links which promotes expansion.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> ideas about spreading the teaching of the Prophet and the status of the Qur'an the power and authority of the Caliphs developing notions of the umma and its influence on expansion scholarly contributions to this issue.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some descriptive features of Sunni Islam.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • biographical material on Ali • historical factors involved in this division.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • contributions of various key figures • the Umayyad dynasty compared to the 'Abbasid dynasty • issues related to leadership from a family line or charismatic leadership.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • different views about authority and leadership during this period • differences about Shari'ah Law • political and economic tensions which influenced the origins of this division • different interpretations of the meaning of 'caliph' and 'imam'.

Question 11b			
	(i)	If candidates examine only one bullet point they normally cannot proceed beyond level 2. If they examine three points read all the material and credit the best two.	(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	Levels Descriptor	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a generalised account of modern Islam. 	
2	5-9	Levels Descriptor	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • a simple example of one theme • a descriptive account of a second theme. 	
3	10-14	Levels Descriptor	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • the influence of the type of Islam in a selected country on one of the themes • carefully selected examples which draw out the significance of the themes • possible secular influences on one of the themes. 	
4	15-18	Levels Descriptor	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the case study/studies under examination • the complexities of different types of Islam in a country which may influence one of the themes • potential links across the selected themes • scholarly contributions. 	

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a simple account of Muslim practices in a Muslim country.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • an example of a political problem in a country • an example of nationalism in a Muslim country.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • an understanding of umma and its significance • reasons why there may be religious problems associated with the umma • evidence of potential tensions.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • historical issues associated with notions of umma in one or more countries • Sunni and Shi'ah differences regarding umma • topics such as interfaith and pluralism with regard to umma • examples in which the model of umma does not figure and is of little consequence.

Question 12a		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a general account of the Qur'an.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • basic stories about one or two prophets • simple ideas about punishment.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • basic ideas about Muslim practice including the significance of qiblah • correct relationships within the community • the greatness of Allah.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • examples of warnings about not following through the message of Allah • types of rejection and disobedience and the significance of a Jewish context • the path of truth and obedience as a response to the one God Allah • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • examples of divine punishment.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • implications for Muslim practice • some basic beliefs about attributes of Allah.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • influential ideas about prophets and prophecy • the underlying significance of kafir and judgement • examples of significant guidance about good features of a Muslim community.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • definitive teachings about Allah • A range of concerns including inter-faith issues • the underlying principles of Muslim belief and practice • the relative importance of this sura, given other very important suras in the Qur'an.

Question 12b		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • some descriptive features of Sufism.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • the impact of one or two Sufi teachers • examples of dissatisfaction with external forms of observance.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • reaction against the Umayyad quest for political power • reaction against some Sunni and Shi'ah emphases • significant contributions of seminal Sufi thinkers.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • the complex religious and historical context related to the origins of Sufism • the Qur'anic basis for the origins indicating that Sufism is seen as intrinsic to Islam • a range of different emphases from seminal thinkers • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of religious experience.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • examples of Sufi rituals • Sufi meetings and services.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include the: <ul style="list-style-type: none"> • emphasis on mysticism • significance of music and dance • emphasis on path towards union with Allah.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • the balance between the transcendence of Allah compared to personal encounter with Allah • The unity of purposes across religions related to Sufi belief • features which are distinctive to Sufism compared to Sunni and Shi'ah Islam • criticisms made against these distinctive practices.

Judaism

Question 13a			
	(i)	If candidates examine only one of the bullet points they cannot normally proceed beyond level 2. If they examine all three read all the material and credit the best two.	(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	Levels Descriptor	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two biographical details of one of the scholars. 	
2	5-9	Levels Descriptor	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • some basic ideas about the role of rabbis • a simple account of the Enlightenment period. 	
3	10-14	Levels Descriptor	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • relevant biographical material of the two selected thinkers • some changes some thinkers made to Jewish belief • some important changes made to Jewish practice. 	
4	15-18	Levels Descriptor	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the Talmudic tradition and the role of the rabbis • Enlightenment thought and its influence on the selected thinkers • well chosen examples of continuous development coupled with keeping pace with the needs of the time • scholarly contributions. 	

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some descriptive features of Reform Judaism.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • a basic account of Reform Judaism • a simple view of Neo-Orthodoxy.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • the influences of the selected figures in (i) on the origins of Reform Judaism • the responses by Orthodoxy to these movements.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • the impact of Enlightenment thought on major Jewish developments during this period • the key features of this schism • whether or not it is justifiable to claim this represents the deepest schism in Judaism • subsequent implications of these changes.

Question 13b		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • some descriptive features concerning the state of Israel.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • a basic account of the establishment of Israel • a simple overview of its implications.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • ideas about the 'promised land' • possible effects on anti-Semitism • ideas about nationalism and protection.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the establishment of the state of Israel • effects on Jewry in a post-Holocaust era • political and secular significance for Jewry • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a simple view about the importance of the state of Israel.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • a simple account of the origins of Zionism • a basic view of the impact of the state of Israel on Zionism.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • reasons to support Zionist ideas • evidence of problems with Zionism • political factors in relation to Zionist ideals.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • implications on Zionism regarding anti-Semitism and political and economic issues • support for Zionism in setting up a Jewish state with possible implications • criticisms of Zionism for example from Orthodox perspectives • broader issues in relation to Middle-Eastern tensions.

Question 14a		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two biographical details about Maimonides.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • a few basic ideas about God • simple ideas about prophets.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • key attributes of God • God's relationship with humanity • significant ideas about revelation.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the place of the Principles in the commentary on the Mishnah together with commentaries on these Principles • significant ideas about God and his relationships with the created world and creatures • important aspects of revelation and the Torah, and of human destiny • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a simple account of the importance of Maimonides.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • reasons to believe in God and limited guidance from these Principles • the importance of Maimonides compared to inter-faith issues.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • the status of Maimonides in Orthodox Judaism • some Reform queries about the Torah that cannot be changed • queries about suffering compared to the attributes of God in these Principles.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • interpretations across Orthodox and Reform positions regarding the relevance of Maimonides • secular Jewish stances which question the relevance of metaphysical claims in the Principles • claims that these Principles represent the Torah which cannot be changed • a broader context to Maimonides and his claims about religious language and some of the issues arising from this in the 21st century.

Question 14b		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	Levels Descriptor
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few features of Chasidic practices.
2	5-9	Levels Descriptor
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> • some biographical features of one or two Rebbes • the importance of an awareness of God in the world.
3	10-14	Levels Descriptor
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> • Orthodox responses to some Chasidic beliefs • Reform criticisms about the illusory nature of the world • Chasidic anti-Zionist claims.
4	15-18	Levels Descriptor
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> • different types of Chasidic movements with different reactions • Rabbinic debates concerning views of selected Rebbes • tensions in selected regions such as Israel • scholarly contributions.

Level	Mark	AO2
1	1-3	Levels Descriptor
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two benefits of Chasidism.
2	4-6	Levels Descriptor
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • the positive stress on religious experience • some benefits of mysticism for Jewish development.
3	7-9	Levels Descriptor
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> • a renewed emphasis on relationships with God based on love • the contributions to Jewish practices • renewed attention to the importance of ethical and social issues.
4	10-12	Levels Descriptor
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> • some of the original aims of Chasidism regarding bringing new life into Judaism • creative ideas found in the teachings of Ba'al Shem Tov • substantial criticisms including debates about transcendence and immanence of God • the view that Chasidism has been seen within parts of the Jewish community as detrimental to its development.

Question Number		Indicative content
15 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>Candidates may offer responses that contain a limited amount of relevant information such as:</p> <ul style="list-style-type: none"> language issues for non-native Punjabi speakers.
Level 2	5-9	<p>Candidates may offer clear but limited understanding of key ideas or concepts such as:</p> <ul style="list-style-type: none"> the global authority of the Akal Takht and increasing discontent at the lack of eligibility of Sikhs in the Diaspora to vote in SGPC elections the development of Sikh 'traditions' that vary slightly between countries.
Level 3	10-14	<p>Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as:</p> <ul style="list-style-type: none"> the role of new immigrants in slowing the pace of change in gurdwaras the role of new media such as digital radio, Youtube and satellite TV in providing opportunities for the transmission of orthodoxy in local languages the influence of local cultures in relation to age of marriage and rising rates of divorce.
Level 4	15-18	<p>Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as:</p> <ul style="list-style-type: none"> the issues of continuity in relation to inter-faith and inter-racial marriages the role of struggles to legalise the 5Ks in unifying the community the role of dispersion in making Sikhism a world religion scholarly debates about identity contrasting, for example, Mcleod with Gurharpal Singh and Tatla.

Question Number		Indicative content
15 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	<p>Candidates may offer a descriptive answer such as:</p> <ul style="list-style-type: none"> the relevance of the five beloved ones casting water on the ground and walking barefoot in a procession.
Level 2	4-6	<p>Candidates may refer to alternative approaches such as:</p> <ul style="list-style-type: none"> the role of new media in promoting orthodoxy through, for example, relaying prayer and exposition from the Golden Temple the force of pressures to conform to the norms of different national communities.
Level 3	7-9	<p>Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to:</p> <ul style="list-style-type: none"> the view that unity based on a liturgical language may be hard to sustain when growing numbers of young people do not understand it various difficulties in maintaining the panj kakke that raise issues for Sikh identity the pressure that groups outside India have come under to purge culture from religious observance, which has highlighted the religious elements that Sikhs can unite on.
Level 4	10-12	<p>Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as:</p> <ul style="list-style-type: none"> new media, tourism, educational opportunities and marriages all serve to create a global space for Sikhs, rather than a series of national spaces textbooks in the main dispersion countries provide an orthodox account of beliefs and practices thereby enhancing unity both within the community and in relations with national authorities evidence of divergent practices have been heightened to fit a mould of academic study to confirm once fashionable ideas of 'deconstruction' It is difficult to be as interested in problems thousands of miles away as in your own local community.

Question Number		Indicative content
15 (b)	(i)	(18)
Indicative content for Singh Sabha movement		
Level	Mark	AO1
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> the khalsa is the preferred form of Sikh identity.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> Sikhism is not a branch of Hinduism the purge of alleged Hindu practices.
Level 3	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> agitation for Sikh control of gurdwaras history of the Anand Marriage Act Sikhism is a revealed religion and not syncretic.
Level 4	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> discussions leading to the adoption of a reformed Sikh Rahit Maryada references to the views of scholars such as Mcleod and Oberoi which highlight the submersion of 'sanatam Sikhism'. revival of the Sarbat Khalsa ideal and the formation of the SGPC the emphasis on orthopraxis not orthodoxy.

Question Number		Indicative content
15 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> • non-khalsa Sikhs are excluded from many types of sewa.
Level 2	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> • some non-orthodox groups such as Ravidasis have moved further away from the Panth • there are lots of groups who pay lip service to the Rahit Maryada as an ideal but promote their own praxis as correct.
Level 3	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> • the rise in numbers of non-khalsa Sikhs in the Diaspora who may feel marginalised • the need for an orthodox view in order to communicate to public authorities • the recent rise in numbers of charismatic Sikh preachers (sants) often promoted by public authorities in India, who have their own preferred practices.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning including factors such as: <ul style="list-style-type: none"> • the difference between unity and uniformity • the nature of the Rahit Maryada as agreement on the lowest common denominator, so that orthodoxy promotes diversity, for example, over women and the keski • the need to update the orthodox view, for example, about mixed marriages and liturgical language • arguments put forward by Mcleod and the responses to them.

Question Number		Indicative content
16 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> the idea of spiritual wealth and material wealth.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> spiritual wealth can still be earned by a householder material wealth is not at odds with spiritual wealth.
Level 3	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> the expression of the principle in the image of the two kirpans continuity of this idea at the heart of Sikh thought from Guru Nanak's saintly householder to the saint-soldier ideal of the khalsa the idea that the ideal changes from the time of Guru Hargobind.
Level 4	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> the Persian etymology of the words related to 'emir' and 'pir' the concept of 'inwardly a pir while outwardly a prince' as a critique of Chestiya Sufism in Punjab which emphasised outward poverty and inner wealth the concept of miri is not simply the acquisition of personal wealth but also the accumulation of power the allegation by Sikh critics from the Institute of Sikh Studies among others that Mcleod's misunderstanding of the Sikh tradition arises from his inability to grasp the concept of miri-piri.

Question Number		Indicative content
16 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	<p>Candidates may offer a descriptive answer such as:</p> <ul style="list-style-type: none"> the khalsa is defined as one who does not believe in non-violence.
Level 2	4-6	<p>Candidates may refer to alternative approaches such as:</p> <ul style="list-style-type: none"> the first five Gurus did not engage in armed conflict the later five Gurus were involved in political and/or armed conflict.
Level 3	7-9	<p>Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that:</p> <ul style="list-style-type: none"> miri-piri does not imply violence, so it does not preclude pacifism jus ad bellum in the Sikh tradition requires violence to be justified only when all peaceful methods have failed the khalsa is a knight who is always prepared for violence.
Level 4	10-12	<p>Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as:</p> <ul style="list-style-type: none"> pacifism is part of the quietist ahimsa lifestyle that was rejected by the Gurus the work of Louis Fenech on martyrs and the response to his work the non-participation of the first five Gurus in armed conflict is not evidence of belief in pacifism the existence of groups such as the sewa panthis who were part of the Panth but offered assistance to all wounded people in combat and, therefore, did not fight.

Question Number		Indicative content
16 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>Candidates may offer responses that contain a limited amount of relevant information such as:</p> <ul style="list-style-type: none"> • a mention of the aim of life which is to be authentic, a sachiara.
Level 2	5-9	<p>Candidates may offer clear but limited understanding of key ideas or concepts such as:</p> <ul style="list-style-type: none"> • the stages of spiritual enlightenment, the five khands • the impact of grace.
Level 3	10-14	<p>Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as:</p> <ul style="list-style-type: none"> • references to the Ai Panth • the powerlessness of Hindu deities • the importance of cultivating virtue to improve karma.
Level 4	15-18	<p>Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as:</p> <ul style="list-style-type: none"> • the inclusion of a range of religious figures in the Sodar verse • the inability to describe the expanse of God or the higher states of spiritual experience • freedom from samsara is achieved by grace, but also reflects the quality of actions • cultivating a virtuous personality in the context of being part of the whole of humanity is held to be superior to allegiance to cult or sect, performance of ritual acts and philosophical speculation.

Question Number		Indicative content
16 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> • Japji is a summary of the Guru Granth Sahib.
Level 2	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> • it does not discuss the five vices (thieves) • it emphasises the development of a virtuous personality.
Level 3	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that: <ul style="list-style-type: none"> • it is part of the nit nem • it explains sachkhand • it does not explain anand.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> • it mentions many of the key ideas of Sikh spirituality but not all of them • it mentions a sufficient number of them so that it is widely considered as a summary of Sikh teaching • a focus on the word 'key' • a focus on 'to what extent?'

Question Number		Indicative content
17 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to rely on basic description of one or more key features of the teachings – for example, parables of the Kingdom, or the use of Logos in the Prologue - with no attempt to explain their significance.
Level 2	5-9	<p>At this level candidates are likely to have correctly identified some key features and offer something of their significance:</p> <ul style="list-style-type: none"> • for example, the idea of the Prologue as the key to unlock the Gospel, or of the Kingdom being both present and future; • the response is likely still to lack theological depth, relying more on narrative details.
Level 3	10-14	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to focus more on particular aspects of the teaching and less on narrative re-telling; • some insight into the background of the teachings or the symbolism used may be evident; • use of scholarly contributions is likely to be made.
Level 4	15-18	<p>At this level:</p> <ul style="list-style-type: none"> • candidates for Luke's Gospel are likely to offer a detailed and accurate account of Jesus' teaching on the Kingdom showing an understanding of key terms such as salvation or eschatology and the influence of Judaism on these teachings; • for the Prologue, candidates are likely to deal confidently with a range of teaching, such as the Logos, children of God, light and dark, replacement theology; • a clear understanding of the religious concepts of these teachings is likely to be shown; • use of scholarship is likely to be accurate and appropriately used.

Question Number		Indicative content
17(a)	(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 rely on simple statements about the content of the material, with little understanding of how it relates to the rest of the Gospel. They may rely on repetition of material from (i).
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to express a simple view regarding the relationship of the teachings to the rest of the Gospel although some repetition may still be evident; • use of the wording of the question – ‘full understanding’ – may be evident.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer one or more opinions on the relationship between the teachings and the rest of the Gospel and scholarly views are likely to be employed; • for Luke, they may consider the challenge the teaching on the Kingdom lays down to the religious authorities and to the reader; • for the Fourth Gospel, they may consider how the Prologue identifies the person of Jesus at the start of the Gospel.
Level 4	10-12	<p>At this level candidates are likely to offer clear and evaluative opinions on the relationship between this teaching and the rest of the Gospel:</p> <ul style="list-style-type: none"> • they are likely to make use of key scholarly contributions and personal opinion, arriving at a balanced conclusion; • the importance of the term ‘full understanding’ could be teased out at this level; • for Luke, candidates may consider how the teaching impacted on the Early Church after Jesus’ ascension; • for the Fourth Gospel, they may consider how the Prologue makes it possible for the reader to avoid the mistakes made by characters in the Gospel.

Question Number		Indicative content
17(b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have identified some key features of the Gospel material which relate to purpose but are likely to depend heavily on a few narrative details rather than analysis of the claim.
Level 2	5-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have identified a more extensive range of key features which relate to purpose and may make some reference to the claim identified in the question; • narrative description rather than theological principles is still likely to dominate the answer.
Level 3	10-14	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to demonstrate a solid knowledge and understanding of the purpose of the Gospel as identified in the claim; • reference to internal and external evidence is likely to be made; • some understanding of the relevant Gospel's target readership/audience is likely to be evident.
Level 4	15-18	<p>At this level:</p> <ul style="list-style-type: none"> • candidates will typically demonstrate a wide knowledge of the Gospel material relating it specifically to the claim made in the question • knowledge of textual material, views of scholars and an understanding of the background to the Gospel are likely to be evident • candidates are likely to have a clear understanding of the relevant Gospel's evangelistic teaching • the wording of the question is likely to be clearly targeted.

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 are likely to rely on simple statements about other purposes of the Gospel or to rely on repetition of material from (i).
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer one or more opinions on the possible different purposes of the author; • they are likely to weigh up different possibilities and reach a conclusion substantiated by personal opinion.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer one or more opinions on the possible different purposes of the author; • they are likely to weigh up different possibilities suggesting some strengths and weaknesses of each; • they are likely to reach a conclusion substantiated to some extent by personal opinion or scholarly views.
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer clear opinions of the different views and theories concerning possible purposes • use of key scholars is likely to be competent • candidates may typically pay attention to the wording of the question, possibly distinguishing between a 'single' purpose, important or primary purposes, and other, presumably less important, purposes • personal opinion is likely to be informed, leading to a balanced conclusion.

Question Number		Indicative content
18(a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level: <ul style="list-style-type: none"> • candidates are likely to show some simple knowledge of the relevant textual narrative, expressed almost entirely in descriptive terms.
Level 2	5-9	At this level: <ul style="list-style-type: none"> • candidates may refer to relevant textual material in more detail; • they are likely to reveal a greater understanding of the implications of the question with regard to the 'reasons' why the religious authorities wanted Jesus to die.
Level 3	10-14	At this level: <ul style="list-style-type: none"> • candidates are likely to offer a reasonably full knowledge and understanding of the textual material; • some knowledge of the background may be evident with accurate reference to the Old Testament and the situation at the time of the Gospel; • some reference to scholars may be made and some understanding of the motives of the religious authorities demonstrated distinguishing between their different contributions to the death of Jesus.
Level 4	15-18	At this level: <ul style="list-style-type: none"> • candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views; • answers are likely to show a balanced consideration of the motives of the religious authorities and the purpose of the writer of the Gospel; • a greater awareness of the theological implications of the reasons why Jesus had to die is likely to be evident; • a balanced conclusion regarding the different contributions may be reached.

Question Number		Indicative content
18(a)	(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 a basic awareness of the text and make a descriptive account of one or more features of the trial before Pilate.
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to express simple ideas about Pilate's actions, based on textual reference and some personal opinion; • some consideration of the difference between his role and that of the religious authorities may be given.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to make connections between the actions and intentions of Pilate and the Jewish leaders; • for Luke, Pilate's three declarations of Jesus' innocence may be considered, whilst for the Fourth Gospel, Pilate's reluctance to condemn Jesus may be explored; • candidates may offer a conclusion as to the degree to which he was responsible.
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to demonstrate a clear understanding of the motives for Pilate's actions and his relationship with Jesus and the religious authorities • for both Gospels, candidates may consider whether Pilate was manipulated by the religious authorities • they may make reference to the work of key scholars, e.g. Rivkin, on the inevitability of Pilate's involvement • considered conclusions based on substantiated personal opinion and scholarly views are likely to be offered.

Question Number		Indicative content
18(b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.
Level 2	5-9	<p>At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance to an understanding of the whole Gospel:</p> <ul style="list-style-type: none"> • for Luke, they may refer to the walk to Emmaus and his teaching about his death; • for the Fourth Gospel, they may refer to Jesus' encounter with Mary Magdalene and his commissioning of her to be 'the apostle to the apostles' (Brown).
Level 3	10-14	<p>At this level, candidates are likely to demonstrate a reasonably full knowledge and understanding of the text:</p> <ul style="list-style-type: none"> • they may be able to relate its ideas to the rest of the Gospel, religious symbolism and the views of scholars; • for Luke, they may refer to the role of the women and how their message is received; • for the Fourth Gospel, they may refer to the visit of Peter and the Beloved Disciple to the tomb.
Level 4	15-18	<p>At this level, candidates are likely to show a clear and full understanding of the selected features and offer a range of views concerning their meaning:</p> <ul style="list-style-type: none"> • candidates are likely to be able to confidently relate these features to other aspects of the Gospel; • for Luke, they may refer to the theme of Jesus' innocence; • for the Fourth Gospel, they may refer to the witness at the foot of the cross; • for both Gospels, they are likely to show an understanding of how the evangelist makes their narrative of the crucifixion distinctive so that Gospel themes are maintained throughout.

Question Number		Indicative content
18(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 depend on simple re-telling of one or more narrative features of the crucifixion and/or resurrection narratives without an attempt to relate it to the terms of the question.
Level 2	4-6	<p>At this level, candidates are likely to show a simple understanding of the relationship between the two narratives:</p> <ul style="list-style-type: none"> • they may draw a simple conclusion as to the relationship of both narratives with the ministry of Jesus and the Gospel themes; • they may identify one or more features of the resurrection narrative and consider their importance for understanding the crucifixion narrative, such as the link between Jesus being raised and being 'lifted up' or the necessity of understanding Jesus' death before coming to terms with his resurrection.
Level 3	7-9	<p>Candidates are likely to make an increasing number of observations about the relationship between the two narratives:</p> <ul style="list-style-type: none"> • some reference to personal opinion and to the views of scholars may be made; • for Luke, they may refer to Jesus' proofs of the marks of the cross; • for the Fourth Gospel, they may refer to Jesus' restoration of Peter.
Level 4	10-12	<p>Candidates are likely to demonstrate a clear understanding of the relationship between the two narratives:</p> <ul style="list-style-type: none"> • candidates may make some reference to the implications of the resurrection narrative for the original readers in adding to their understanding of Jesus and his death; • they may consider how effective the message of the Gospel may be without the inclusion of the resurrection narrative or whether it fails to build on the crucifixion narrative at all; • candidates may consider how far the resurrection narrative includes important information about the Early Church experience; • a substantiated conclusion is likely to be drawn using personal opinion and the views of scholars.

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

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code UA036780 Summer 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cymru
Welsh Assembly Government

