

# Mark Scheme (Results)

June 2011

GCE Religious Studies  
6RS03/01 - Developments

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## General Marking Guidance

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

### Unit 3: Developments

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	<b>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.</b>	<b>1-4</b>

**The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.**

#### 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

#### 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

#### 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

- 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.

<b>Level</b>	<b>Descriptor</b>	<b>Marks</b>
<b>1</b>	<b>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.</b>	<b>1-3</b>
<b>2</b>	<b>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.</b>	<b>4-6</b>
<b>3</b>	<b>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.</b>	<b>7-9</b>
<b>4</b>	<b>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.</b>	<b>10-12</b>

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 Number		Indicative content
<b>1 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some accounts of religious experiences.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of key features of religious experiences</li> <li>• a simple version of the argument for the existence of God.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• selected aspects of religious experience relevant to this argument</li> <li>• key features of an inductive argument</li> <li>• a few key ideas such as the principle of credulity</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting key principles. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the argument based on religious experience. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the key issues such as an <i>a posteriori</i> argument</li> <li>• assumptions such as parity between use of sense experience and use of religious experience</li> <li>• the use and interpretation of evidence, using principles such as credulity and testimony</li> <li>• the material in a purposeful and coherent structure.</li> </ul>

Question Number		Indicative content
<b>1 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some weaknesses of the argument.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some points of view in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a basic account of weaknesses</li> <li>• limited evidence of the strengths of the argument.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the view that this is a trustworthy argument. Candidates may comment on: <ul style="list-style-type: none"> <li>• the range of criticisms</li> <li>• possible ways of countering these criticisms</li> <li>• a point of view regarding the overall status of this argument.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations of both strengths and weaknesses</li> <li>• an assessment of these interpretations</li> <li>• the justification of a reasoned argument for or against the validity of the argument</li> <li>• critical use of scholarship.</li> </ul>

Question Number		Indicative content
<b>1 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas associated with the ontological argument.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of the ontological argument</li> <li>• a simple understanding of this argument as a proof.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a structured account of the key ideas of the ontological argument</li> <li>• the reasons why this may be thought to be a convincing argument</li> <li>• the place of atheism in this context.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the ways the ontological argument addresses an atheistic position. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the ontological argument. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of atheism in the development of this argument</li> <li>• the ways in which the ontological argument addresses atheism</li> <li>• the strengths of the ontological argument in this process</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>1 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some weaknesses of the argument.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some arguments in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the ways in which the ontological argument may be rejected.</li> <li>• the concepts that atheism may use to claim there is no God.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the view that this argument may be rejected. Candidates may comment on: <ul style="list-style-type: none"> <li>• the reasons why there may be weaknesses in the ontological argument</li> <li>• atheistic critiques of the ontological argument</li> <li>• a point of view about these critiques.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations about types of atheism and their respective views about the ontological argument</li> <li>• a definitive rejection of the argument such as views about the concept of existence and necessary existence</li> <li>• an appraisal of the validity, or otherwise, of this argument</li> <li>• critical use of scholarship.</li> </ul>

Question Number		Indicative content
<b>2 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
		If candidates answer with reference to more than two beliefs read all the material and credit the best two. If candidates analyse one belief, they cannot normally proceed beyond level 2.
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about life after death.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic summary of one belief in life after death</li> <li>• a simple account of a second belief in life after death.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the key ideas about life after death normally selected from two from the following: reincarnation, rebirth, resurrection, immortality of the soul</li> <li>• underlying beliefs about relationship between body and soul</li> <li>• notions of personal identity.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the two selected beliefs about life after death. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the key philosophical features. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the philosophical assumptions related to selected beliefs, such as dualism</li> <li>• a more detailed analysis of the philosophical features such as Descartes' separation of mind from body and ways of interaction with implications for immortality of the soul</li> <li>• reasons and evidence to support these claims</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>2 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few problems of belief in life after death.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some arguments in a straightforward manner such as: <ul style="list-style-type: none"> <li>• basic criticisms of belief in life after death</li> <li>• a simple assessment of the strengths of these views.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the view that theories about life after death cannot be accepted because of significant philosophical problems. Candidates may comment on: <ul style="list-style-type: none"> <li>• the view from a behaviourist stance and its arguments</li> <li>• a logical positivist position looking at the meaninglessness of the belief system</li> <li>• an appraisal of the strength or otherwise of these views.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations of critiques of life after death</li> <li>• arguments to support belief in life after death</li> <li>• the weighing up of these positions</li> <li>• critical use of scholarship.</li> </ul>

Question Number	Indicative content	
<b>2 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
		If candidates examine more than two types of religious language read all the material and credit the best two.
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about religious language.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of one type of religious language</li> <li>• a simple version of a second example of religious language without a sustained comparative answer.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the key comparisons and contrasts between two types of religious language</li> <li>• classic accounts of these types of language</li> <li>• effective use of terminology.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the comparative aspects of religious language. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of religious language. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of an analysis of the selected examples of religious language such as logical positivism for verification</li> <li>• an incisive understanding of the key comparative elements</li> <li>• the contributions of religious language to distinctive problems</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>2 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few ideas about the importance of religious language.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some arguments in a straightforward manner such as: <ul style="list-style-type: none"> <li>• problems with the selected types of religious language</li> <li>• strengths of these selected versions.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the view that religious language is indispensable for an understanding of religious belief. Candidates may comment on: <ul style="list-style-type: none"> <li>• the ways in which the selected examples of religious language attempt to deal with distinctive problems</li> <li>• criticisms of these attempts</li> <li>• an appraisal of these positions.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations of the strengths and weaknesses of the selected versions of religious language</li> <li>• the notion that religious language is indispensable for understanding religious belief</li> <li>• a type of alternative approach with dispositional and functional accounts of religious belief</li> <li>• critical use of scholarship.</li> </ul>

## Ethics

Question Number		Indicative content
<b>3 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level, candidates are likely to have identified one or two key features of their selected theory:</p> <ul style="list-style-type: none"> <li>• they may identify ideas of duty with regard to Deontology or the pursuit of the good life through the practice of virtue.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level, candidates are likely to have correctly identified some key features of their selected theory but at a limited level in terms of length and depth and with little or no understanding of its more conceptual principles:</p> <ul style="list-style-type: none"> <li>• candidates may consider the categorical imperative and the notion of universal goods in relation to Deontology</li> <li>• with regard to Virtue Ethics, candidates may consider the Golden Mean and the notion of <i>eudaimonia</i>.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to focus on the key features of their chosen critique giving some indication that they understand the implications it may raise:</p> <ul style="list-style-type: none"> <li>• case studies are like to be used analytically, if at all</li> <li>• in relation to Deontology, candidates may consider the notion of knowing what is good <i>a priori</i> and of goodness as a rational principle</li> <li>• in relation to Virtue Ethics, candidates may consider the goal of virtue and the notion of <i>telos</i> in terms of character development.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates are likely to present an extensive account of their selected theory:</p> <ul style="list-style-type: none"> <li>• case studies, if used at all, will be used briefly to illustrate a key point</li> <li>• 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</li> <li>• in relation to Deontology candidates may consider the role of <i>prima facie</i> duties and of a variety of types of deontological theory</li> <li>• in relation to Virtue Ethics, candidates may consider some modern applications of the theory, such as those of Alastair McIntyre or Elizabeth Anscombe.</li> </ul>

Question Number		Indicative content
<b>3 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level, candidates are likely to struggle to express a view as to whether the theory is an effective guideline for moral living: <ul style="list-style-type: none"> <li>• candidates may make simple reference to one or more strengths and/or weaknesses of their selected theory.</li> </ul>
<b>Level 2</b>	4-6	At this level, candidates are likely to express a simple view regarding the effectiveness of their chosen theory in terms of moral living: <ul style="list-style-type: none"> <li>• candidates may make reference to the problems of identifying universal moral principles or appropriate virtues</li> <li>• candidates may show some awareness of the problems of defining moral character by reference to duty.</li> </ul>
<b>Level 3</b>	7-9	At this level, candidates are likely to have offered one or more clear opinions as to the effectiveness of their selected theory in terms of moral living. Some attempt may be made to reach a balanced conclusion: <ul style="list-style-type: none"> <li>• candidates may consider whether moral living is defined by following a particular ethical theory</li> <li>• they may offer case studies by way of evaluation, or refer to the teaching of religion on duty and/or virtue</li> <li>• at this level, candidates may be able to make some reference to scholars' criticism of their selected theory.</li> </ul>
<b>Level 4</b>	10-12	At this level, candidates are likely to offer clear opinions as to the effectiveness of their selected theory, making use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion: <ul style="list-style-type: none"> <li>• candidates may offer an extended discussion of the concept of 'moral living'</li> <li>• they may consider whether a guide to 'moral living' is the same as a guide to 'moral decision making'</li> <li>• with regard to Deontology, they may consider how far living by reference to duty is desirable</li> <li>• with regard to Virtue Ethics they may consider how far ideas of virtue have been revisited as a guide to modern moral living and why.</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level, candidates are likely to have identified one or more key features of Natural Moral Law: <ul style="list-style-type: none"> <li>• candidates may identify the simple principle that what is natural defines what is good.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates are likely to have correctly identified a range of key features of Natural Moral Law, but at a limited level in terms of length and depth: <ul style="list-style-type: none"> <li>• case studies may be employed descriptively</li> <li>• candidates may identify primary and secondary precepts.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to focus on several key features of Natural Moral Law: <ul style="list-style-type: none"> <li>• they may show more understanding of the conceptual issues raised by the theory, such as its reliance on the notion of human purpose</li> <li>• candidates may consider the religious thinking behind the theory</li> <li>• case studies will be used more analytically, if at all.</li> </ul>
<b>Level 4</b>	15-18	At this level, candidates are likely to present an extensive account of Natural Moral Law: <ul style="list-style-type: none"> <li>• candidates may demonstrate a clear understanding of principles of absolutism, <i>a priori</i> ethics, and moral realism</li> <li>• they may apply a religious or non-religious application of Natural Moral Law thinking to views of the world, the concept of duty, morality as accessible to all humans through use of reason</li> <li>• candidates may consider modern approaches to the theory, such as proportionalism</li> <li>• candidates may suggest how the theory influences developments in religious thought, such as teaching on medical advancements.</li> </ul>

Question Number	Indicative content	
<b>3 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level, candidates may show little understanding of the demands of the question: <ul style="list-style-type: none"> <li>they may offer one or more simple weaknesses of Natural Moral Law.</li> </ul>
<b>Level 2</b>	4-6	Candidates may express a view regarding the strengths and weaknesses of Natural Moral Law and/or identify the key features of one or more critiques of the link between religion and morality: <ul style="list-style-type: none"> <li>candidates may consider how far the application of Natural Moral Law may be considered outdated</li> <li>they may show an awareness of the challenges raised by the use of biblical moral principles.</li> </ul>
<b>Level 3</b>	7-9	Candidates are likely to have offered one or more opinions as to the relative value of Natural Moral Law in relation to critiques of religion: <ul style="list-style-type: none"> <li>they may consider how far Natural Moral Law can accommodate developments in secular morality</li> <li>candidates may suggest how far critiques of the link between religion and morality fail to appreciate the value of traditional theories such as Natural Moral Law</li> <li>candidates may consider whether critiques of the link between religion and morality may have no implications for the application of Natural Moral Law.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to offer clear opinions as to the impact of critiques of the link between religion and morality on Natural Moral Law: <ul style="list-style-type: none"> <li>at this level candidates may be expected to make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion</li> <li>candidates may assess the view that critiques have struck a decisive blow to Natural Moral Law <i>or</i> that they have had no impact at all for those who make use of the theory</li> <li>they may suggest the extent to which Natural Moral Law continues to be viable despite critiques, e.g. by use of the principle of Double Effect</li> <li>candidates may assess the purpose of critiques of the link between religion and morality and consider whether Natural Moral Law is a target of such critiques at all.</li> </ul>

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

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

Question Number		Indicative content
<b>4(b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level, candidates are likely to make one or two simple observations about ethical language: <ul style="list-style-type: none"> <li>• they may make the observation that ethical language deals with attempts to define what is 'good'.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates are likely to develop a fuller range of ideas identifying the problems of ethical language: <ul style="list-style-type: none"> <li>• they may consider attempts to identify 'good' as a natural property</li> <li>• candidates may raise the problem of the naturalistic fallacy.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to identify a wider range of problems raised by the use and meaning of ethical language: <ul style="list-style-type: none"> <li>• they may consider emotivism as way of interpreting the use of ethical language</li> <li>• candidates may explore issues of intuitionism</li> <li>• use may be made of appropriate examples in an analytic manner.</li> </ul>
<b>Level 4</b>	15-18	At this level, candidates are likely to demonstrate an awareness of a wide range of problems and uses of ethical language: <ul style="list-style-type: none"> <li>• they may explore the problem of making value judgments</li> <li>• candidates may consider the problems raise by attempts to verify ethical language claims</li> <li>• they may consider issues such as prescriptivism and/particularism</li> <li>• case studies and examples are likely to be used critically and candidates are likely to make good use of well chosen scholars.</li> </ul>

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

## Buddhism

Question Number		Indicative content
<b>5 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some aspects of Ashoka's reign.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• some basic features of Ashoka's reign</li> <li>• a simple account of the spread of Buddhism.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of Ashoka's reign</li> <li>• distinctive ideas from the Edicts</li> <li>• evidence that Buddhism became an established religion in SE Asia.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting Ashoka's reign and his role in the spread of Buddhism. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the notion of Buddhism becoming an established religion in SE Asia. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the essential background of Ashoka</li> <li>• the context of the type of Buddhism in India prior to Ashoka and the subsequent distinctive features of its development in SE Asia</li> <li>• the impact of Ashoka on this development</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>5 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• Buddhist elements in Ashoka's reign.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• evidence of a type of Buddhist teaching in the Edicts</li> <li>• evidence of Ashoka's tolerant approach to various customs and traditions.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a clear manner the view that Ashoka's reign is Buddhist without being intolerant. Candidates may comment on: <ul style="list-style-type: none"> <li>• the type of Buddhism that may be associated with Ashoka</li> <li>• the emphasis on moral and social issues</li> <li>• Ashoka's relationships with various religious traditions.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations of key ideas and terms such as dharma in the Edicts</li> <li>• evidence for and against the type and extent of Buddhist features during Ashoka's reign</li> <li>• an assessment of Ashoka's spread of Buddhism compared to evidence of diplomatic tolerance of various religious traditions</li> <li>• effective use of scholarship.</li> </ul>

Question Number		Indicative content
<b>5 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Zen Buddhism.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• some basic features of Pure Land Buddhism</li> <li>• an account of key features of Zen.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• carefully selected features of Pure Land Buddhism</li> <li>• important features of Zen Buddhism</li> <li>• some comparative issues.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting significant features of Pure Land and Zen. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of a comparative study. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of these traditions within Mahayana Buddhism</li> <li>• significant differences between these two traditions</li> <li>• possible links between these traditions</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>5 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some general observations about Mahayana Buddhism.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• a basic outline of a few features of Mahayana Buddhism</li> <li>• the contributions of these two traditions to Mahayana Buddhism.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a clear manner the significance of this diversity for understanding Mahayana Buddhism. Candidates may comment on: <ul style="list-style-type: none"> <li>• the range of beliefs about bodhisattvas in Pure Land that cohere with Mahayana emphases</li> <li>• the development of meditational techniques characteristic of Zen and the impact of this on Mahayana</li> <li>• the notion of Mahayana as the Great Vehicle for liberation and how these two traditions complement this emphasis.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations about key features of Mahayana</li> <li>• ways in which these two traditions cohere with the developments within Mahayana</li> <li>• the complexities of these traditions within Mahayana such as the emphasis on jariki in Zen compared to tariki in Mahayana</li> <li>• effective use of scholarship.</li> </ul>

Question Number		Indicative content
<b>6 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some ideas about suffering.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• some basic ideas about anicca</li> <li>• a simple account of dukkha.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key ideas of anicca</li> <li>• key ideas of dukkha</li> <li>• the relationship between them.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the key meanings of anicca and dukkha. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the relationship between them. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of these terms within the Four Noble Truths</li> <li>• in detail the essential ideas of anicca and dukkha using material from <i>The Questions of King Milinda</i>, as appropriate</li> <li>• key features of the relationship between these terms such as a causal link but nevertheless a partial link because of other factors such as anatta</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>6 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few simple ideas about nirvana.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• a basic account of nirvana</li> <li>• a few problems associated with understanding nirvana.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, some issues about nirvana. Candidates may comment on: <ul style="list-style-type: none"> <li>• some problems with nirvana such as being beyond language</li> <li>• some possible solutions such as use of metaphor</li> <li>• a view about the success or otherwise of these solutions.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations about the meaning of nirvana</li> <li>• possible ways of proceeding with an understanding of nirvana as seen in <i>The Questions of King Milinda</i></li> <li>• problems associated with making any sense of nirvana and techniques of meditation</li> <li>• effective use of scholarship.</li> </ul>

Question Number		Indicative content
<b>6 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas associated with bodhisattvas.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• an account of some bodhisattvas</li> <li>• a simple version of ideas associated with the bodhisattva doctrine.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• ideas such as liberation</li> <li>• methods of the bodhisattvas such as 'skilful means'</li> <li>• stages and perfections of the bodhisattva way.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the bodhisattva doctrine. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the distinctive features. Candidates may include: <ul style="list-style-type: none"> <li>• the context of the bodhisattva doctrine</li> <li>• relevant parts of the set texts such as the Lotus Sutra and the distinctive features of the 'One Vehicle'</li> <li>• specific themes such as transfer of karmic merit and postponement of nirvana</li> <li>• the use of the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>6 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some types of devotion paid to bodhisattvas</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• some implications for Mahayana belief such as transfer of karmic merit</li> <li>• some implications for Mahayana practice such as the nembutsu in Pure Land.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the implications of this doctrine. Candidates may comment on: <ul style="list-style-type: none"> <li>• key implications for Mahayana belief such as the Tri-kaya doctrine</li> <li>• key implications for Mahayana practice such as a range of Shin practices towards Avalokita</li> <li>• distinctive contributions to Mahayana from this doctrine including contrasts with Theravada.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations of the Bodhisattva doctrine across different Buddhist traditions</li> <li>• the context of this doctrine within Buddhology for an understanding of Mahayana belief</li> <li>• the diversity of practice with some contentious debates across Mahayana schools such as views about antinomianism</li> <li>• effective use of scholarship.</li> </ul>

## Christianity

Question Number		Indicative content
<b>7 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may present a basic account of: <ul style="list-style-type: none"> <li>• an outline of the work of various theologians or focus on just one like Gutiérrez.</li> </ul>
<b>Level 2</b>	5-9	Candidates may identify some key ideas such as: <ul style="list-style-type: none"> <li>• development of the movement focusing on key moments</li> <li>• seeing Medellin as a laboratory of practice.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to be able to deal clearly with the different ideas and practices in a more systematic way, they may: <ul style="list-style-type: none"> <li>• include an analysis of the development of Liberation Theology</li> <li>• be aware of differences over the issue of salvation in this world denying salvation in the next.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> <li>• a more detailed analysis of the development of Liberation Theology vis à vis the modern world</li> <li>• the development of these issues in the light of the views of modern scholars</li> <li>• modern Church teaching e.g. the condemnation of Leonardo Boff.</li> </ul>

Question Number		Indicative content
<b>7 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may present a simple argument: <ul style="list-style-type: none"> <li>• that this is largely an occurrence within the Catholic world.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify a basic argument: <ul style="list-style-type: none"> <li>• about the significance of the movement which may begin to be assessed in a simple manner</li> <li>• about the reaction of the hierarchies to the workers involved. E.g. Boff.</li> </ul>
<b>Level 3</b>	7-9	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> <li>• weigh up considering alternative stances</li> <li>• debate in a much deeper way the significance for theology as well as practice e.g. WCC meeting in Bangkok on salvation.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> <li>• an analysis of the significance outside the Catholic Church</li> <li>• effective use of scholarly debate</li> <li>• a justifiable conclusion.</li> </ul>

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

Question Number		Indicative content
<b>7 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may present a simple argument: <ul style="list-style-type: none"> <li>• about the choice of practice but without adequate attention to the question.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify a basic argument: <ul style="list-style-type: none"> <li>• about how the practice chosen has significance for Christians but in a simple manner.</li> </ul>
<b>Level 3</b>	7-9	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> <li>• weigh up the significance not just for the Church but for those in the wider community</li> <li>• debate different views of its significance</li> <li>• achieve this by considering alternative stances.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> <li>• an analysis of just how Christian a practice it might be and its roots in Christian teaching</li> <li>• effective use of scholarly debate</li> <li>• a justifiable conclusion.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>Candidates may make simple statements about the Trinity, e.g. that it is cannot be challenged and has been fixed since the Council of Chalcedon.</li> </ul>
<b>Level 2</b>	5-9	<ul style="list-style-type: none"> <li>Candidates may consider simply the view of one a modern theologian such as Rahner and his understanding of the economic Trinity, as the way God reveals himself in history.</li> </ul>
<b>Level 3</b>	10-14	<ul style="list-style-type: none"> <li>Candidates may offer a more developed understanding of more than one scholar. They may deal with Rahner and Schillebeeckx. Or they may challenge the very nature of the trinity with a view of the Oneness of God in his essence that is simply manifested in the plurality of persons and argue that this is more relevant today in a pluralistic world.</li> </ul>
<b>Level 4</b>	15-18	<ul style="list-style-type: none"> <li>Candidates may make a coherent response including the views of more than one scholar such as Barth's three modes of self-revealing Trinity, Rahner's unity-in-plurality view including a distinction in order and Schillebeeckx's less Christocentric and more theocentric view. They may begin to contrast them. They may even mention Roger Haight whose views have just earned him censure from the Vatican for being too radical. Candidates may be able to continue this discussion in a more fully developed way.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(ii)</b>	12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Candidates may offer some simple statements in defence of the traditional view of the Trinity.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Candidates may make a simple case for keeping the traditional view of the Trinity or of accepting the modern challenge to this traditional view. Typically they may argue this in relation to the process of salvation.</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>• Candidates may offer a thorough examination of the challenges for Christians today. They may make a case for there being no need for a Trinitarian view today, especially in relation to the tenets of other faiths.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>• Candidates may be able to develop the discussion in a more fully developed way such as whether the Chalcedon definition is negotiable at the present time. They may argue that the oneness of God is sufficient today as it is proclaimed by all three Abrahamic faiths. Using critical scholarship a case may be constructed in defence or not of the traditional view. The question of Revelation from other faiths may be introduced here.</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
		If candidates answer with reference to more than two texts read all the material and credit the best two. If candidates analyse one text, they cannot normally proceed beyond level 2.
<b>Level 1</b>	1-4	Candidates may present a basic account of: <ul style="list-style-type: none"> <li>• one of the texts</li> </ul>
<b>Level 2</b>	5-9	Candidates may identify some key ideas: <ul style="list-style-type: none"> <li>• about the Church from one or more set texts</li> <li>• from one or more set texts or their contexts.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to be able to deal clearly with the different teachings in a more systematic way, they may: <ul style="list-style-type: none"> <li>• include a more coherent understanding of the teaching about the nature of the Church from the two texts chosen</li> <li>• be aware of the context of these texts</li> <li>• begin to compare and contrast the teaching of each text.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> <li>• a more detailed analysis of the teaching about the nature of the Church from the two texts chosen</li> <li>• a comparison and contrast of their teaching</li> <li>• different interpretations of some of these passages</li> <li>• the work of scholars.</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may present a simple argument about: <ul style="list-style-type: none"> <li>the writing of the texts but without adequate attention to the question.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify a basic argument about: <ul style="list-style-type: none"> <li>the way the texts deal with the nature of unity of the Church but in a simple manner.</li> </ul>
<b>Level 3</b>	7-9	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> <li>weigh up differing views about the texts</li> <li>debate what teaching about the Church they present</li> <li>achieve this by considering alternative stances.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> <li>showing a more confident approach towards the texts and their significance today.</li> <li>evaluating how some are of more significance than others</li> <li>effective use of scholarly debate</li> <li>reaching a justifiable conclusion.</li> </ul>

## Hinduism

Question Number		Indicative content
<b>9 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some biographical material about one or both of these figures.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• basic information about Ramakrishna</li> <li>• a simple account of Dayananda Sarasvati.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• selected biographical aspects and key ideas of Ramakrishna</li> <li>• selected biographical aspects and key ideas of Dayananda Sarasvati</li> <li>• some comparative issues.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting key features of Ramakrishna and Dayananda Sarasvati. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of a comparative study. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the significant features of the Hindu Renaissance</li> <li>• comparative issues, focusing themes such as neo-Vedanta thought compared to belief in the sole authority of the Vedas, interfaith issues compared to Hindutva, non-dualism compared to Visistadvaita</li> <li>• implications of these two different and conflicting approaches</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>9 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>a few features thought to be important from one or both of these figures.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>a consideration of the importance of one of these figures</li> <li>a consideration of the relative importance of the second figure.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, which of these figures is representative of modern Hinduism. Candidates may comment on: <ul style="list-style-type: none"> <li>evidence to support Ramakrishna and neo-Vedanta approaches</li> <li>reasons to support Sarasvati and Hindutva movements</li> <li>an appraisal of these figures as representations of modern Hinduism.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>interpretations about direct opposition between neo-Vedanta and Hindutva</li> <li>an assessment of which may be more representative of modern Hinduism</li> <li>the respective influences of Brahmo Sama compared to Arya Samaj</li> <li>the issues in order to manage the material in a purposeful and coherent manner formulating a view regarding which figure is the more representative position of modern Hinduism.</li> </ul>

Question Number		Indicative content
<b>9 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few biographical features of Gandhi's life.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• examples of a few of Gandhi's campaigns</li> <li>• a basic account of his methods.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• ideas of non-violence</li> <li>• political activities and methods using legal means</li> <li>• use of self control and celibacy.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting Gandhi's campaigns. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of his distinctive methods. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the religious and political background of Gandhi's time</li> <li>• key principles underlying his methods such as satyagraha</li> <li>• key features such as ahimsa and the vow of brahmacharya</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>9(b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few features of Gandhi's influence.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• a basic view of Gandhi's influence on Hindu thought</li> <li>• a simple view of his influence on Hindu practices.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the value of Gandhi's impact. Candidates may comment on: <ul style="list-style-type: none"> <li>• evidence of significant influences</li> <li>• possible criticisms</li> <li>• the distinctively Indian approaches used by Gandhi.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>• interpretations of Gandhi's influence</li> <li>• contentious problems such as polarisation in political issues and debates about the merits or otherwise about the use of the term 'harijans'</li> <li>• the ways in which Gandhi raised Indian beliefs and practices onto the world stage</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>10 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about atman.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• basic ideas about atman</li> <li>• a simple account of a range of ideas.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key ideas about 'self'</li> <li>• ideas about 'atman' and 'Atman'</li> <li>• links with Brahman.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting key ideas about atman. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of different understandings of atman. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of set texts to this topic, relevant to this topic</li> <li>• key developments over time from Vedas through to the various philosophical schools</li> <li>• different ideas concerning relationship with Brahman</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>10 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few ideas about liberation.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• a basic view about reincarnation and escape from this cycle</li> <li>• simple views of union with Brahman.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, different understandings of moksha. Candidates may comment on: <ul style="list-style-type: none"> <li>• views about an underlying unity of all things</li> <li>• coherence with unity between Atman and Brahman</li> <li>• Krishna and yoga with implications for understanding atman.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations about teachings from relevant set texts on moksha and views about atman</li> <li>• different views about this topic from Shankara and Advaita positions compared to theistic traditions</li> <li>• contributions from the Bhagavad Gita in contrast to the diversity of approaches to a single unified interpretation</li> <li>• the use of the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>10 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about the Bhagavad Gita.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• an account of the basic story of the Gita</li> <li>• a few key ideas from the conversation between Arjuna and Krishna.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• ideas such as dharma, atman, samsara</li> <li>• dharma and nature of God</li> <li>• the key features of the theophany of Krishna.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting key themes. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of significant teachings in the Bhagavad Gita. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the Gita in the Mahabharata</li> <li>• key ideas of the period such as Samkhya and role of yoga and the Gita's contributions to these beliefs</li> <li>• significant parts in more detail such as chaps 11 &amp; 18</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>10 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>the importance of the Gita.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>basic views about Gandhi's use of the Gita</li> <li>views of the appeal of the Gita across various traditions.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the significance of the Gita. Candidates may comment on: <ul style="list-style-type: none"> <li>the significance of the Gita across many Hindu traditions</li> <li>the importance of the Gita to ISKCON</li> <li>the use of the Gita in ceremonies and festivals.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>interpretations about the enduring significance across diverse traditions such as Shankara and Ramanuja</li> <li>the value of the Gita in many Hindu practices</li> <li>the more cautious approach to the Gita because it is not a part of the Vedas</li> <li>the material in a purposeful and coherent manner.</li> </ul>

## Islam

Question Number		Indicative content
<b>11 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a simple account of the death of Muhammad and its aftermath.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of the problems arising after the death of Muhammad</li> <li>• a simple version of the Sunni/Shi'ah schism.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• issues about succession</li> <li>• basic information about relevant Rightly Guided Caliphs</li> <li>• the differences after the death of Ali whereby the majority accepted Mu'awiya as Caliph (Sunni position) compared to those who accept Ali as the first Imam (Shi'ah).</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting events arising from the death of Muhammad. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of the schism. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the issues surrounding succession</li> <li>• Umayyad dynasty compared to 'Abbasid dynasty</li> <li>• issues about a family line of rulers or leadership by the most suitably devout person</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>11 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>a few superficial differences between the two traditions.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>a few basic differences in belief such as the Qur'an</li> <li>some simple differences in practice such as additional words to shahadah by Shi'ahs.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the key differences between Sunni and Shi'ah Islam. Candidates may comment on: <ul style="list-style-type: none"> <li>different emphases in the Five Pillars</li> <li>authority of Imams</li> <li>authority of the Sunnah and different interpretations.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>interpretations about the context of the origin of these traditions and the importance of issues about authority within the schism</li> <li>differences of authority with regard to Shari'ah law</li> <li>differences of authority in political decisions</li> <li>the use of the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>11 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
		If candidates answer with reference to more than two beliefs read all the material and credit the best two. If candidates analyse one belief, they cannot normally proceed beyond level 2.
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few examples of life in a Muslim state.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of beliefs in a Muslim state</li> <li>• a simple account of practices in that state.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• historical background of Sunni or Shi'ah in the selected state</li> <li>• the influence of Sunni or Shi'ah on beliefs and practices of the selected state</li> <li>• Sunni or Shi'ah influences on politics and rule in the state.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the beliefs and practices of the selected state. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of Sunni or Shi'ah influences. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the status of either Sunni or Shi'ah within the selected state</li> <li>• the ways in which beliefs and practices exemplify either Sunni or Shi'ah and this may range across religious issues, politics and legal systems</li> <li>• evidence of reform and attitudes to minority traditions within the state</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>11 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few points about the importance of Islam in the selected state.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• views about attitudes to tradition and convention</li> <li>• views about the authority and key influences within the selected state.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, these contributions for an understanding of Islam. Candidates may comment on: <ul style="list-style-type: none"> <li>• the status of the Qur'an and Hadith</li> <li>• the status given to beliefs and practices within Islam</li> <li>• the significance of the type of political system related to Islamic authority.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations of the types of Sunni or Shi'ah traditions over a period of time and their respective influences in the selected state</li> <li>• evidence of preservation and conservation of established belief systems and practices</li> <li>• different attitudes towards diversity, pluralism and tolerance</li> <li>• the use of the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>12 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas related to Allah.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of Allah as creator</li> <li>• a simple version of Allah as sustainer.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of tawhid for understanding these attributes</li> <li>• ideas about the names of Allah in this context</li> <li>• beliefs about transcendence and immanence.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting key beliefs about Allah. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of beliefs about Allah as creator and sustainer. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of key sources for understanding these beliefs including effective use of the set texts</li> <li>• evidence from the Qur'an for details of these beliefs of Allah as creator and sustainer</li> <li>• implications for understanding free will</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>12 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few ideas about Muslim practice.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• basic views about implications for Muslim belief</li> <li>• a simple view about implications for practice.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the implications of these ideas about Allah. Candidates may comment on: <ul style="list-style-type: none"> <li>• significance of submission</li> <li>• Allah as sustainer controlling everything and the Day of Judgement</li> <li>• implications for the immanence of Allah on Muslim practice.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>• interpretations of Qur'anic teachings on these topics</li> <li>• significance of these ideas on beliefs about free will and determinism</li> <li>• different stances on the notion of attributes of Allah and implications for belief such as the Qur'an being created or uncreated</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>12 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some ideas associated with Sufism.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of key features of Sufism</li> <li>• a simple version of diverse features of Sufism.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• different contributions made by a range of Sufi saints</li> <li>• diverse practices across Sufi traditions</li> <li>• range of different emphases in beliefs across both Sunni and Shi'ah traditions.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting key features of Sufism. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of diversity across Sufism. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of significant literature and teachers and range of beliefs manifested in different Sufi orders</li> <li>• a very diverse range of practices, including music and dance</li> <li>• notions that there may be common themes across this diversity such as tawhid</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>12 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some important features of Sufism.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• a basic view about contributions to beliefs such as spiritual union with Allah</li> <li>• a simple account of the greater jihad through various observances.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the contributions of Sufism. Candidates may comment on: <ul style="list-style-type: none"> <li>• the influence of mysticism across some Muslim traditions</li> <li>• the contribution of Sufism to Muslim missionary work</li> <li>• contributions of symbolism, based on images of love.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>• interpretations of types of Sufism and a range of contributions</li> <li>• contributions of tariqah, path of spirituality, with its various stages</li> <li>• criticisms of some Sufi practices such as saint worship and the authority given to shaykhs</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

## Judaism

Question Number		Indicative content
<b>13 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may identify a few features without evidence of understanding their significance. Candidates may mention:</p> <ul style="list-style-type: none"> <li>• some biographical details associated with David Friedlander and/or Samson Raphael Hirsch.</li> </ul>
<b>Level 2</b>	5-9	<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"> <li>• a basic account of Friedlander’s contributions to Reform Judaism</li> <li>• a simple version of Hirsch’s contribution to Orthodox Judaism.</li> </ul>
<b>Level 3</b>	10-14	<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"> <li>• Friedlander’s views on reform of ritual and ceremonies, use of liturgy in the vernacular</li> <li>• Hirsch’s criticisms of Reform and emphasis on revelation and Torah</li> <li>• the early stages of growth of both Reform and Neo-Orthodoxy.</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates are likely to have a consistent focus on the demands of the question, highlighting key features of both Friedlander and Hirsch. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of their distinctive contributions to Reform and Orthodoxy respectively. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the context of the influence of Enlightenment thinking</li> <li>• Friedlander’s views about Jewish emancipation, links with Christianity, abandonment of Torah study and subsequent influence over time</li> <li>• Hirsch’s views against assimilation and supremacy of the Torah, subsequent influences over time leading to Neo-Orthodoxy</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>13 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some differences between these two figures.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• a basic view of the range of differences</li> <li>• a simple attempt to consider possible links.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, ideas about an underlying unity of Jewish beliefs. Candidates may comment on: <ul style="list-style-type: none"> <li>• significant criticisms made by these respective figures against the other tradition</li> <li>• possible underlying links such as shared history and shared scriptures</li> <li>• social issues such as shared responses to anti-Semitism.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>• interpretations of different types of Orthodoxy and Reform movements</li> <li>• views about core beliefs that are timeless, examples of some early Reformers who did not want to be separated from Orthodoxy, such as Geiger</li> <li>• radically different responses to relationships between Jewish traditions and cultural context, opposing views towards ritual and liturgy</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>13 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about anti-Semitism.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of anti-Semitism</li> <li>• a simple version of the origins of the Holocaust.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• Nazi views containing anti-Semitism as official policy</li> <li>• views about the supremacy of Aryan stock</li> <li>• pogroms arising from these policies.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting causes of the Holocaust. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the role of anti-Semitism. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of reasons for anti-Semitism and its long history</li> <li>• a growth of anti-Semitism in Nazi occupied Europe leading to the 'Final Solution'</li> <li>• the links between anti-Semitism and economic and social issues</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>13 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some features of the state of Israel.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• some evidence to support the claim that the state of Israel is a response to the Holocaust</li> <li>• some ideas that there are more complex reasons.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the view that the formation of the state of Israel is a response to the Holocaust. Candidates may comment on: <ul style="list-style-type: none"> <li>• a range of factors behind the formation of the state of Israel</li> <li>• the importance of the Balfour declaration 1917</li> <li>• growth of Jewish population in Palestine during the inter-war years.</li> </ul>
<b>Level 4</b>	10-12	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 include: <ul style="list-style-type: none"> <li>• interpretations about various types of Zionism and their influences prior to the mid-20 century</li> <li>• an assessment of the impact of the Holocaust on the creation of the state of Israel</li> <li>• tensions between the state of Israel and Zionists with implications for understanding the impact of the Holocaust</li> <li>• the use of the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>14 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some general ideas about the Ethics of the Fathers.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• ideas about the importance of the Pirkei Avot</li> <li>• the importance of Moses underpinning these teachings.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of 'a fence to protect the Torah'</li> <li>• fusion between theology and ethics</li> <li>• the importance of rabbinic teachings.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting details of the Pirkei Avot. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of its key principles. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of its place in the Seder Nezikin of the Mishnah</li> <li>• principles linked to righteous living coupled with study of the Torah</li> <li>• value given to study and to wisdom</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>14 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some ideas about the importance of the Ethics of the Fathers.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• views about its use within siddurim</li> <li>• view about its use on Sabbath.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the status of these principles in modern Judaism. Candidates may comment on: <ul style="list-style-type: none"> <li>• the view that as 'a book of the Mishnah it is unlike any other'</li> <li>• the view that it is a restatement of the principles of the Mishnah</li> <li>• its value across various traditions.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>• interpretations about the background and origins of Pirkei Avot</li> <li>• importance in terms of commentaries on the Pirkei Avot such as that of Maimonides</li> <li>• contrasting views concerning Reform and Orthodox ideas about the status of Torah, Moses and their place in Pirkei Avot</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>14 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some ideas about Chasidism.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>• a basic account of Chasidic views about relationships between humanity and God</li> <li>• a simple version about relationships between people.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• beliefs about communion with God</li> <li>• value given to ordinary physical existence and human relationships</li> <li>• Buber's ideas about the distinctive value of human relationships.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting key ideas about Chasidism. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of its ideas on relationships between humanity and God and personal relationships. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the various forms of Chasidism over time and in different countries</li> <li>• teachings of various key figures, such as releasing the spark of divinity within the material world</li> <li>• criticism from rabbinic sources for dancing, drinking and placing piety over study</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>14 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some criticisms made against Chasidism.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• evidence to support the role of conservative elements within Chasidism</li> <li>• evidence of opposition to modernity.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the view that Chasidism is conservative and opposed to modernity. Candidates may comment on: <ul style="list-style-type: none"> <li>• features of ultra-Orthodoxy within Chasidism</li> <li>• life styles of Chasidic communities and Orthodox practices</li> <li>• the role of Buber in seeing Chasidism as a healing agent.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>• interpretations about different types of Orthodoxy within Chasidism</li> <li>• different Chasidic sects and their distinctive Orthodox practices and beliefs</li> <li>• views of various Jewish traditions towards Chasidism</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

## Sikhism

Question Number		Indicative content
<b>15 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>examples of similarities and differences between the two, considered at a basic level.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>clear awareness about the possible relationship between the two</li> <li>they are likely to offer basic reasons for any perceived similarities or differences.</li> </ul>
<b>Level 3</b>	10-14	At this level candidates are likely to select a range of evidence that systematically answers the question. They may examine: <ul style="list-style-type: none"> <li>accurate knowledge of aspects of each tradition through selecting a range of evidence</li> <li>they may include the identification of some key features, as a basis for setting out elements of comparison and contrast</li> <li>may also show some awareness of scholarly opinion.</li> </ul>
<b>Level 4</b>	15-18	At this level candidates are likely to have a consistent focus on the demands of the question, highlighting key ideas. They may examine: <ul style="list-style-type: none"> <li>a detailed knowledge of the distinctive features and emphases of each movement as well as their common ground as the basis for comparison</li> <li>may support their views with reference to such scholars as Cole and Sambhi, and McLeod</li> <li>are likely to have a consistent focus on the demands on the question highlighting issues of development and Panth</li> <li>may examine the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>15 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>the meaning of 'orthodoxy' or the role of the SGPC.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>both elements of the argument, with an awareness of some basic issues</li> <li>an understanding of some factors which affect them, leading to a basic conclusion.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, the presence of orthodoxy in Sikh belief and practice. Candidates may comment on: <ul style="list-style-type: none"> <li>particular examples of diversity and orthodoxy within the Sikh community</li> <li>some awareness of the discussion of scholars, and of particular attempts to impose and sustain orthodoxy</li> <li>arguments that support or oppose the idea that these attempts have been successful.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>various ways in which the community has dealt with diversity and attempted to establish orthodoxy in both belief and practice</li> <li>references to scholarly discussion and to such factors as the establishment of the SGPC, and codes of discipline</li> <li>ways of dealing with patits</li> <li>the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may identify a few features without evidence of understanding their significance. Candidates may mention:</p> <ul style="list-style-type: none"> <li>• a generalised description of at least one issue, such as the link between the continuing use of Punjabi for transmission of scriptural teachings and difficulties of access to Sikh teachings.</li> </ul>
<b>Level 2</b>	5-9	<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"> <li>• the issue by separating out religion from culture leading to a re-examination of issues</li> <li>• one issue in detail, for instance, in relation to the effectiveness or ineffectiveness of the promotion of sexual equality and the content and purpose of the Rahit Maryada.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level candidates are likely to select a range of evidence that systematically answers the question. They may examine:</p> <ul style="list-style-type: none"> <li>• how the issues surrounding identity are related to wider considerations</li> <li>• cultural issues about authority of older generations</li> <li>• doctrinal issues such as the authority of traditional centres of Sikhism, such as Amritsar.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level candidates are likely to have a consistent focus on the demands of the question, highlighting key ideas. They may examine:</p> <ul style="list-style-type: none"> <li>• a range of debates about identity in dispersion communities</li> <li>• examples from various sources such as the writings of McLeod and contrasting this with views from within the community such as those of Gurharpal Singh and Darshan Singh Tatla</li> <li>• issues that have gained currency due to dispersion such as inter-faith marriages</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>Candidates may mention some relevant ideas but without clarification. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>situations where beliefs may be a difficult issue for Sikhs, but mainly at a pragmatic level such as rights to wear kirpans; and are likely to base any opinion on such considerations without reference to any significant alternative.</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates may clarify some interpretations in a straightforward manner. Candidates may present:</p> <ul style="list-style-type: none"> <li>appropriate practical examples such as dress, some of the controversy which surrounds the issue of identity</li> <li>at least one alternative issue, such as sexual and reproductive ethics, as a basis for expressing an opinion supported by a simple but valid reason.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates may assess, in a clear manner, the influence of non-Punjabi cultures and political systems on Sikh beliefs. Candidates may comment on:</p> <ul style="list-style-type: none"> <li>the development of different national forms of Sikhism in different countries</li> <li>different campaigns, for example, turbans in France</li> <li>homogenisation spread by the virtual space of the Internet.</li> </ul>
<b>Level 4</b>	10-12	<p>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 debate:</p> <ul style="list-style-type: none"> <li>the separation of 'beliefs' from 'practices' and consider that there have been challenges to some practices, e.g. provision of English during diwan</li> <li>challenges to beliefs about practices, e.g. the need to receive pahul, but not challenges to beliefs in the Guru Granth Sahib</li> <li>that as the Rahit Maryada is a working document candidates may consider whether issues raised are due to non-Sikh cultures or changes within Sikh cultures due to the passage of time</li> <li>the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Indicative content. This is an exemplification for one particular concept.		
Level	Mark	AO1
		If candidates answer with reference to more than one idea read all the material and credit the best one.
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>isolated examples of Sikh teaching about a gurmukh lifestyle and the need to bear arms, with a limited attempt to analyse their meaning or significance.</li> </ul>
<b>Level 2</b>	5-9	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"> <li>general Sikh beliefs about the ideal life, such as miri-piri</li> <li>a basic understanding of their importance for Sikh belief.</li> </ul>
<b>Level 3</b>	10-14	At this level candidates are likely to select a range of evidence that systematically answers the question. They may examine: <ul style="list-style-type: none"> <li>appropriate teachings, give an accurate explanation of their meaning for Sikhs and make some attempt to place them in a wider context, for example martyrdom,</li> <li>the teachings with some reference to scholarly opinion</li> <li>may discuss the revival of the concept in the Khalistan struggle.</li> </ul>
<b>Level 4</b>	15-18	At this level candidates are likely to have a consistent focus on the demands of the question, highlighting key ideas. They may examine: <ul style="list-style-type: none"> <li>a detailed and accurate knowledge of the textual reasons for this belief</li> <li>good examples of historical personages whose lives may exemplify this principle</li> <li>analysis that may locate this principle in the wider context of scholarly debate about the development of the Sikh tradition, particularly the initiation of the khalsa</li> <li>distinctive features of Sikh ethics, for example, the focus on virtue.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some differences between these two concepts.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some interpretations in a straightforward manner. Candidates may present: <ul style="list-style-type: none"> <li>• a clear understanding of the meaning of the terms</li> <li>• awareness of the principle of balance.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess, in a clear manner, whether spirituality is more important than social change. Candidates may comment on: <ul style="list-style-type: none"> <li>• the principle of balance in Sikh teaching</li> <li>• their understanding by reference to examples of Sikh personalities, including the Gurus</li> <li>• the issue in the context of contribution to community cohesion in the UK or the Khalistan movement.</li> </ul>
<b>Level 4</b>	10-12	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 debate: <ul style="list-style-type: none"> <li>• a concise and clear exposition of the concepts and of the issue raised in the task</li> <li>• the context of the orthodox view that the two principles are intended to be balanced and complementary in the Sikh way of life</li> <li>• they may illustrate these ideas with examples from history or today of where the balance appears to have been disturbed</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>16 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may identify a few features without evidence of understanding their significance. Candidates may mention:</p> <ul style="list-style-type: none"> <li>examples of possible common ground and differences between the two, considered at a basic level.</li> </ul>
<b>Level 2</b>	5-9	<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"> <li>clear awareness of the issue raised about the relationship between the two</li> <li>basic reasons for any perceived similarities, differences or common ground.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level candidates are likely to select a range of evidence that systematically answers the question. They may examine:</p> <ul style="list-style-type: none"> <li>accurate knowledge of aspects of each concept including the identification of some key features as a basis for setting out elements of comparison and contrast, for example linking manmukh to haumai and gurmukh to grace</li> <li>the textual basis for these concepts</li> <li>examples of behaviour associated with these concepts</li> </ul>
<b>Level 4</b>	15-18	<p>At this level candidates are likely to have a consistent focus on the demands of the question, highlighting key ideas. They may examine:</p> <ul style="list-style-type: none"> <li>knowledge of the distinctive features and emphases of each concept as well as their common ground as the basis for comparison, including relating the concepts to samsara and mukti</li> <li>they may support their views with reference to detailed and accurate knowledge of sacred texts</li> <li>examples of individuals from sacred texts or Sikh history.</li> <li>the material in a purposeful and coherent manner.</li> </ul>

Question Number		Indicative content
<b>16 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>Candidates may mention some relevant ideas but without clarification. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• agreement with the question without explaining any of the key terms.</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates may clarify some interpretations in a straightforward manner. Candidates may present:</p> <ul style="list-style-type: none"> <li>• examples of behaviour where one follows the letter of the law, the Rahit Maryada, but does not possess the spirit of a gurmukh</li> <li>• the possibility of non-Sikhs being gurmukh</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates may assess, in a clear manner, whether being godly can be reduced to, or supported by, rules. Candidates may comment on:</p> <ul style="list-style-type: none"> <li>• the issues about the nature of Sikh ethics as a focus on virtue rather than following rules</li> <li>• contrasting the changing nature of the Rahit Maryada against the unchanging qualities of a gurmukh</li> <li>• awareness of scholarly opinion or evidence drawn from scripture.</li> </ul>
<b>Level 4</b>	10-12	<p>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 debate:</p> <ul style="list-style-type: none"> <li>• discussions between scholars and adherents about the issue of ethics within Sikhism</li> <li>• the arguments of Cole and Sambhi on ethics</li> <li>• arguments about the nature of, and the historicity of, Sikh ethics</li> <li>• the material in a purposeful and coherent manner.</li> </ul>

## New Testament

Question Number		Indicative content
<b>17(a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level, candidates are likely to rely on basic description of one or more key features of the teachings:</p> <ul style="list-style-type: none"> <li>for Luke, they may refer to parables of the Kingdom, or the use of Logos in the Prologue</li> </ul>
<b>Level 2</b>	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"> <li>for the Fourth Gospel, they may describe the Prologue as the key to unlock the gospel</li> <li>for Luke, they may consider how the Kingdom can be known through signs and wonders.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to focus more on particular aspects of the teaching and less on narrative re-telling:</p> <ul style="list-style-type: none"> <li>they may be able to offer some insight into the background of the teachings or the symbolism used</li> <li>for Luke, they may speak of the Kingdom being both present and future</li> <li>for the Fourth Gospel, they may consider how conflict is anticipated in the Prologue.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>candidates for Luke's Gospel are likely to offer a detailed and accurate account of Jesus' teaching on the Kingdom</li> <li>they may show an understanding of key terms such as salvation or eschatology and the influence of Judaism on these teachings</li> <li>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</li> <li>use of scholarship is likely to be accurate and appropriately used.</li> </ul>

Question Number		Indicative content
<b>17 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
<b>Level 2</b>	4-6	<p>At this level, candidates are likely to express a simple view regarding the relationship of the teachings to the rest of the gospel:</p> <ul style="list-style-type: none"> <li>• for Luke they may consider that the Kingdom is embodied in Jesus</li> <li>• for the Fourth Gospel they may identify one theme which is picked up later in the gospel.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level, candidates are likely to offer one or more opinions on the relationship between the teachings and the rest of the gospel:</p> <ul style="list-style-type: none"> <li>• candidates may make reference to scholarly views about the significance of the teaching</li> <li>• for Luke, they may consider the challenge teaching on the Kingdom lays down to the religious authorities and to the reader</li> <li>• for the Fourth Gospel, they may consider how the Prologue identifies the person of Jesus at the start of the gospel.</li> </ul>
<b>Level 4</b>	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"> <li>• they are likely to make use of key scholarly contributions and personal opinion, arriving at a balanced conclusion</li> <li>• the importance of the term 'crucial' could be teased out at this level</li> <li>• for Luke, candidates may consider how the teaching impacted on the early church after Jesus' ascension</li> <li>• 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.</li> </ul>

Question Number	Indicative content	
<b>17(b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level, 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:</p> <ul style="list-style-type: none"> <li>• for Luke, they may identify the gospel's interest in outcasts</li> <li>• for the Fourth Gospel, they may identify the claim made in 20:30-31.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to demonstrate a solid knowledge and understanding of the purpose of the gospel as identified in the claim:</p> <ul style="list-style-type: none"> <li>• they may make reference to internal and external evidence</li> <li>• for Luke, they may consider the role of prayer and praise linking the beginning and ending of the gospel</li> <li>• for the Fourth Gospel, they may consider the role of women as crucial to the gospel</li> <li>• for both gospels, they may consider how discipleship underpins several themes.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates will typically demonstrate a wide knowledge of the gospel material relating it specifically to the claim made in the question:</p> <ul style="list-style-type: none"> <li>• they may make a clear reference to the phrase 'careful reading' and suggest what this may mean</li> <li>• for example, they may draw on subtle dimensions of the gospel which may be missed on a cursory reading, for example John 20:30-31 – is it '<i>come to believe</i>' or '<i>continue to believe</i>'</li> <li>• they are likely to show an accurate knowledge of textual material and views of scholars</li> <li>• an understanding of the background to the gospel is likely to be evident.</li> </ul>

Question Number		Indicative content
<b>17 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about other purposes of the gospel or to rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	<p>At this level, candidates are likely to express a view on the relative value of different purposes of the gospel:</p> <ul style="list-style-type: none"> <li>• for Luke, they may suggest that knowing about Jesus' involvement with outcasts helps understand the meaning of salvation</li> <li>• for the Fourth Gospel, they may suggest that knowing if 20:30-31 is addressed to new or existing Christians is irrelevant to how we understand the gospel today.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level, candidates are likely to offer one or more strengths and weaknesses of this view:</p> <ul style="list-style-type: none"> <li>• for Luke, they may suggest that knowing how Luke is connected to Acts may help an understanding of the meaning of the gospel in the wider context of the early church</li> <li>• for the Fourth Gospel, they may suggest that knowing that the gospel may have been written for former Jews who had been expelled from the synagogue, helps our understanding of teaching on discipleship</li> <li>• for both gospels, they may suggest that there are so many possible purposes, that a discussion of them is not helpful to understanding.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level, candidates are likely to offer clear opinions on the claim:</p> <ul style="list-style-type: none"> <li>• for Luke, they may consider whether it is important to know if the gospel were written for Gentiles</li> <li>• they may consider whether some parts of the gospel – e.g. the birth narratives – are more illuminative and helpful than others</li> <li>• for the Fourth Gospel, they may consider whether it is helpful to know whether the gospel was intended to supplement or replace the synoptics</li> <li>• for both gospels, they may consider that many Christians are not aware of the suggested purposes of the gospels, and yet still feel able to grasp the essential message of Christianity.</li> </ul>

Question Number		Indicative content
<b>18(a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show some simple knowledge of some of the relevant textual narrative, expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level candidates may refer to relevant textual material in more detail and with more understanding of the implications of the question:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates may consider the challenges by the Pharisees regarding the Sabbath</li> <li>• for the Fourth Gospel, candidates may consider the confrontations between Jesus and the Pharisees regarding the healing of the blind man.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to offer a reasonably full understanding and knowledge of the textual material and background to it:</p> <ul style="list-style-type: none"> <li>• they may make accurate reference to the Old Testament and the situation at the time of the gospel which led to conflict</li> <li>• some reference to scholars may be made</li> <li>• candidates may show some understanding of the motives of the religious authorities in their opposition to Jesus</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views, with answers showing a balanced consideration of the motives of the religious authorities:</p> <ul style="list-style-type: none"> <li>• candidates may explore the reasons why the religious authorities had to involve Pilate</li> <li>• for Luke, Pilate's three declarations of Jesus' innocence may be considered</li> <li>• for the Fourth Gospel, Pilate's reluctance to crucify Jesus may be explored</li> <li>• for both gospels, candidates may consider whether Pilate was manipulated by the religious authorities.</li> </ul>

Question Number		Indicative content
<b>18 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show a basic awareness of the text and make a descriptive account of one or more conflict episodes, possibly relying on repetition from part (i).</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates are likely to express simple ideas about the nature of conflict in the gospel:</p> <ul style="list-style-type: none"> <li>• Jesus was seen to rival the Pharisees and challenged their application of the Law</li> <li>• Jesus had to die so conflict was inevitable.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level, candidates are likely to make connections between the actions and intentions of Jesus and his opponents:</p> <ul style="list-style-type: none"> <li>• candidates may explore the underlying reasons for conflict – a lack of understanding of Jesus’ identity</li> <li>• they may consider how far Jesus provoked conflict</li> <li>• they may suggest that conflict moves the gospel narrative along, e.g., it brings Jesus and his opponents to a position where they can involve Pilate</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates are likely to demonstrate a clear understanding of the motives for conflict:</p> <ul style="list-style-type: none"> <li>• a greater awareness of the theological implications of the reasons why Jesus had to die is likely to be evident</li> <li>• they may consider the ways in which conflict is used to explain the character of Jesus’ ministry</li> <li>• they may make reference to the work of key scholars, e.g. Rivkin, on the inevitability of conflict</li> <li>• candidates may tackle the question of whether Jesus’ ministry could have achieved its goal without conflict.</li> </ul>

Question Number		Indicative content
<b>18(b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
		If candidates analyse fewer than three features, they cannot normally proceed beyond level three.
<b>Level 1</b>	1-4	At this level: <ul style="list-style-type: none"> <li>• candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance: <ul style="list-style-type: none"> <li>• for Luke, they may refer to Jesus' forgiveness of his executioner</li> <li>• for the Fourth Gospel, they may refer to the use of Old Testament fulfilment motifs.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to demonstrate a reasonably full knowledge and understanding of the text: <ul style="list-style-type: none"> <li>• they may be able to relate its ideas to Old Testament background and religious symbolism and the views of scholars</li> <li>• for Luke, they may refer to the role of women</li> <li>• for the Fourth Gospel, they may refer to the spear thrust and blood and water.</li> </ul>
<b>Level 4</b>	15-18	At this level, candidates are likely to show a clear and full understanding of the selected symbolic features and offer a range of views concerning their meaning: <ul style="list-style-type: none"> <li>• candidates may be able to relate these features to other aspects of the gospel</li> <li>• for Luke, they may refer to the theme of Jesus' innocence</li> <li>• for the Fourth Gospel, they may refer to the witness at the foot of the cross</li> <li>• for both gospels, they are likely to show an understanding of how the evangelist makes their narrative of the crucifixion distinctive.</li> </ul>

Question Number		Indicative content
<b>18 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to depend on simple re-telling of one or more narrative features of the resurrection narrative without an attempt to relate it to the terms of the question.</li> </ul>
<b>Level 2</b>	4-6	<p>At this level, candidates are likely to show a simple understanding of the importance of the resurrection narrative:</p> <ul style="list-style-type: none"> <li>• they may draw a simple conclusion as to its relationship with the ministry of Jesus</li> <li>• they may identify one or more features of the resurrection narrative and consider their importance.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates are likely to make an increasing number of observations about the purpose and importance of the resurrection narrative:</p> <ul style="list-style-type: none"> <li>• some reference to personal opinion and to the views of scholars may be made</li> <li>• for Luke, they may refer to occasions during his ministry when Jesus predicts his resurrection</li> <li>• for the Fourth Gospel, they may refer to Jesus' allusion to going away to prepare a place for the disciples.</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates are likely to demonstrate a clear understanding of the resurrection narrative and its significance for the gospel as a whole:</p> <ul style="list-style-type: none"> <li>• candidates may make some reference to the implications of the resurrection narrative for the original readers</li> <li>• they may consider how effective the message of the gospel may be without the inclusion of the resurrection narrative</li> <li>• candidates may consider how far the resurrection narrative includes important information about the early church experience</li> <li>• a substantiated conclusion is likely to be drawn using personal opinion and the views of scholars.</li> </ul>

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