

Mark Scheme (Results)
Summer 2012

GCE Religious Studies (6RS03)
Paper 1 Developments

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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	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.	1-4

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.

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

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

Philosophy of Religion

Question Number		Indicative content
1 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine only one critique they cannot normally proceed to level 3.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a general account of some criticisms of religious belief.
Level 2	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"> • a simple version of one critique of religion • a basic version of a second critique.
Level 3	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"> • fundamental concepts and terms in this topic • key ideas of a critique such as humanism or materialism • key ideas of a second critique such as the ideas of Durkheim or Marx.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the key ideas of two critiques of religion belief. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of these critiques. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the rationale of these critiques • the key concepts and terms of a critique • the key concepts and terms of a second critique • scholarly contributions to this topic.

Question Number		Indicative content
1 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some simple ideas about atheism.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • the links between the selected critique and atheism • views in support of atheism.
Level 3	7-9	Candidates may assess in a purposeful manner the view that one of these critiques demonstrates that there is no God. Candidates may argue: <ul style="list-style-type: none"> • that there are types of atheism • the selected critique illustrates a particular form of atheism • this type of atheism is supported by sound reasons.
Level 4	10-12	Candidates are likely to present 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"> • the interpretations about types of atheism • the strengths of the atheistic implications of the selected critique • an evaluation of this form of atheism by means of criticisms of its alternatives • scholarly contributions to this topic.

Question Number		Indicative content
1 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two features of the selected argument.
Level 2	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"> • key terms linked to the selected argument • prominent ideas associated to the selected argument.
Level 3	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"> • central ideas from the selected argument • the ways various philosophers have contributed to these central ideas • essential themes in the development of the selected argument.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected argument. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of these essential ideas. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the foundations of the selected argument • the essential ideas and major concepts in the selected argument • distinctive themes within the selected argument • scholarly contributions to an analysis of the argument.

Question Number		Indicative content
1 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a few basic strengths of the selected argument.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • an account of some weaknesses of the argument • ideas linked to the strengths of the argument.
Level 3	7-9	Candidates may assess in a purposeful manner the view that this argument has its strengths. Candidates may argue: <ul style="list-style-type: none"> • for an understanding of the weaknesses of the selected argument • that these weaknesses may be criticised • that on balance the argument is convincing.
Level 4	10-12	Candidates are likely to present 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"> • the key principles underlying the criticisms made against the selected argument • a critical appraisal of these weaknesses • a justification of the selected argument • scholarly contributions to this topic.

Question Number		Indicative content
2 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine only one idea they cannot normally proceed to level 3. If they examine more than two read all the material and credit the best two.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two features about life after death.
Level 2	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"> • a basic account of one of these ideas • a simple version of a second of these ideas.
Level 3	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"> • key terms and concepts • important themes in the two selected ideas • significant emphases in these ideas.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the fundamental ideas of two ideas about life after death. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of these ideas. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the belief systems surrounding the selected ideas • the distinguishing features of these respective ideas • the reasons why some aspects of these ideas are more significant than others • scholarly contributions to this topic.

Question Number		Indicative content
2 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some features about belief in life after death.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • simple reasons to believe in life after death • basic criticisms of this belief.
Level 3	7-9	Candidates may assess in a purposeful manner the view that belief in life after death has its strengths. Candidates may argue that: <ul style="list-style-type: none"> • there is evidence to support this view • there are problems with such a belief • on weighing up the issues there is more support for one of these positions than the other one.
Level 4	10-12	Candidates are likely to present 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"> • the interpretations of evidence in these arguments • the coherence or otherwise of reasons in these arguments • the juxtaposition of these stances and come to an informed opinion • scholarly contributions to this topic.

Question Number		Indicative content
2 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine only one type of language they cannot normally proceed to level 3. Candidates may examine two of the following: analogy; language games; myth and symbol; verification; falsification.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few features of religious language.
Level 2	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"> • the characteristics of one type/view of religious language • the features of a second type/view of religious language.
Level 3	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"> • some key ideas associated with the claim in the quotation • a type/view of religious language that coheres with this quotation • a second version that is different from a picture theory of meaning.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the distinctive features of a picture theory of meaning and responses to this. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the distinctive features of selected types/views of religious language. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the significance of a picture theory of meaning • responses that cohere with this linguistic approach • approaches that are significantly different • scholarly contributions to this topic.

Question Number		Indicative content
2 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some features of the ways religious language is used.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • a simple version of a functional approach to religious language • a basic account of a different type/view of religious language.
		Candidates may assess in a purposeful manner the view that an effective type of religious language is a functional approach. Candidates may argue: <ul style="list-style-type: none"> • there are distinctive features and strengths across different types/views of religious language • these strengths have their various problems • that on balance one of these types/views is more helpful than the other.
Level 4	10-12	Candidates are likely to present 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"> • some interpretations about various purposes of religious language • the view that some of these purposes are more significant than others • the evidence and reasons why a functional theory of meaning is the most effective type of religious language • scholarly contributions to this topic.

Ethics

Question Number		Indicative content
3 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates cover one critique only, they cannot normally proceed to level 3.
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have identified one or two key features of one or two critiques of the link between religion and morality. Case studies and illustrations may be used descriptively and it is unlikely that candidates' responses will be based on scholarly foundations.
Level 2	5-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have correctly identified some key features of one or two critiques of the link between religion and morality but at a limited level in terms of length and depth and with little or no understanding of its more conceptual principles • case studies or illustrations may be used descriptively and their understanding is less likely to extend to an appreciation of the challenges they pose for traditional religious morality.
Level 3	10-14	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to focus on the key features of two critiques of the link between morality and religion with greater focus on the content of the critiques rather than the conceptual issues which arise from it • it will be clear that the candidate has understood the critique and is in a position to evaluate it • case studies will be used more analytically, if at all and candidates will typically show an understanding of how the chosen critiques pose a challenge to traditional religious morality.
Level 4	15-18	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to present an extensive account of two critiques of the link between morality and religion, for example, moral, sociological, psychological or ideological critiques • they are likely to demonstrate a clear understanding of its principles • a range of scholarly ideas and limited case studies are typical • they are likely to demonstrate a clear understanding of why this position offers a critique of traditional understandings of the possible relationship between religion and morality, such as divine command ethics or the view that morality is dependent upon religion.

Question Number		Indicative content
3 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to struggle to express a view as to whether the critique has weakened the link between religion and morality and may rely on repeating material from (i).
Level 2	4-6	<p>At this level</p> <ul style="list-style-type: none"> • candidates are likely to express a view regarding the strengths and weaknesses of the chosen critiques arriving at a simple conclusion • they may make some use of the wording of the question.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have offered one or more clear opinions as to the relative strengths/weaknesses of the chosen critiques and their success at weakening the link between religion and morality • some attempt may be made to reach a balanced conclusion • some scholarly material may be deployed.
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer clear opinions as to the relative weaknesses and strengths of the chosen critiques • they are likely to make use of the contributions of key scholars as well as informed personal opinion • a balanced conclusion is likely to be offered as to how successfully it undermines the link between religion and morality • candidates may also consider whether other critiques are more successful than those they have offered in (i).

Question Number		Indicative content
3 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have identified one or more key features of the chosen ethical theory and case studies may be used descriptively.
Level 2	5-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have correctly identified a range of key features of the chosen theory but at a limited level in terms of length and depth and with little or no understanding of the broader ethical principles • case studies may be used descriptively rather than analytically.
Level 3	10-14	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to focus on the key features of their chosen theory, possibly from the angle of content of the particular theory but with more attention to the conceptual issues arising from the moral philosophical approach • candidates may consider the religious thinking behind the theory. • case studies will be used analytically, if at all.
Level 4	15-18	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to present an extensive account of their chosen theory, for example, for Natural Moral Law, demonstrating a clear understanding of principles of absolutism, <i>a priori</i> ethics, and moral realism based on or influenced by religious or non-religious views of the world, the concept of duty, morality as accessible to all humans through use of reason • For Virtue Ethics, they may consider the concepts of human flourishing, eudaimonia and the Golden Mean • case studies, if used, will be applied analytically • use of modern and classical scholars is likely to be evident.

Question Number		Indicative content
3 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have given one or more strengths or weaknesses of their selected theory but with little or no consideration of their relative value in terms of whether it can withstand criticism.
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • Candidates are likely to express a view regarding the strengths and weaknesses of their chosen theory • they are likely to arrive at a simple conclusion, possibly referring to the wording of the question.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have offered one or more opinions as to the relative strengths and weaknesses of their chosen theory • a clearer understanding of the wording of the question is likely to be evident • candidates' responses are likely to be supported by the views of scholars.
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to have offered clear opinions as to the relative persuasiveness of their chosen theory • they are likely to make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion • the wording of the question will be clearly in focus • the value of alternative theories may be offered by way of contrast.

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

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

Question Number		Indicative content
4(b)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates cover one problem only, they cannot normally proceed to level 3.
Level 1	1-4	At this level, candidates are likely to make one or two simple observations about ethical language: <ul style="list-style-type: none"> • for example, they may make the observation that ethical language deals with attempts to define what is 'good'.
Level 2	5-9	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"> • they may consider attempts to identify 'good' as a natural property • they may raise the problem of the naturalistic fallacy.
Level 3	10-14	Candidates are likely to identify two clear problems raised by the use and meaning of ethical language: <ul style="list-style-type: none"> • they may consider emotivism as a way of interpreting the use of ethical language • they may explore issues of intuitionism • use may be made of appropriate examples in an analytic manner.
Level 4	15-18	At this level, candidates are likely to demonstrate an awareness of a wide range of problems and uses of ethical language, making clear which two they have focussed on: <ul style="list-style-type: none"> • they may explore the problem of making value judgments • they may consider the problems raised by attempts to verify ethical language claims • they may consider issues such as prescriptivism and/or particularism • case studies and examples are likely to be used critically and candidates are likely to make good use of well chosen scholars.

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

Buddhism

Question Number		Indicative content
5 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	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"> • some aspects of Ashoka's life.
Level 2	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"> • some basic information about Ashoka such as his links with Buddhism • a simple account of some of his Edicts.
Level 3	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"> • some of the criticisms Ashoka made of religious customs during his reign • the types of Buddhism prior to the time of Ashoka • some of the changes Ashoka made during his reign.
Level 4	15-18	<p>Candidates are likely to have a consistent focus on the demands of the question, highlighting the contributions Ashoka made to Buddhism in his reign. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of Ashoka. Candidates may examine:</p> <ul style="list-style-type: none"> • a contextual understanding of Buddhism at this period • a range of contributions Ashoka made during his reign • the significance of some of these features compared to others • scholarly contributions to this debate.

Question Number		Indicative content
5 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some aspects of Ashoka's life.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • examples of Buddhist influences associated with Ashoka's life • evidence that may be critical of this view.
Level 3	7-9	Candidates may assess in a purposeful manner the view that it is not clear whether or not Ashoka was a Buddhist. Candidates may argue that: <ul style="list-style-type: none"> • Ashoka's view of kingship was influenced by Buddhist ideals • the Edicts indicate clear evidence of Buddhist influence • there is contrary interpretation of this evidence.
Level 4	10-12	Candidates are likely to present 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"> • some interpretations of the types of Buddhism current at this time • the ambiguity of the evidence concerning Buddhist influences • the significance of events after the death of Ashoka that have a bearing on this issue • scholarly contributions to this topic.

Question Number		Indicative content
5 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two features about Pure Land.
Level 2	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"> • some basic beliefs associated with Pure Land • a few simple ideas about Pure Land practices.
Level 3	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"> • the significance of Amida in Pure Land traditions • views about enlightenment in Pure Land • the role of nembutsu in these traditions.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the characteristic features of Pure Land in Japan. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of selected features within Pure Land. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of the emergence of Pure Land in Japan and its distinctive features arising from this period • the significant emphases of key Pure Land teachers • the fusion between beliefs and practices that provide the distinctive features of Pure Land in Japan • scholarly contributions to this topic.

Question Number		Indicative content
5 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some aspects of Pure Land devotion.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • the benefits of devotion to Amida • the way of enlightenment associated with tariki in these traditions.
Level 3	7-9	Candidates may assess in a purposeful manner the view that Pure Land is popular. Candidates may argue that: <ul style="list-style-type: none"> • the nembutsu proved to be a popular practice • there is a focus on loving-kindness in these Pure Land traditions • there is an important emphasis on the value of family and social virtues.
Level 4	10-12	Candidates are likely to present 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"> • some interpretations about key characteristics of Pure Land that transformed this into one of the largest Buddhist traditions within Japan • the reasons for the appeal of key teachers and disciples such as Honen and Shinran with alternative views • the contrasts between jariki and tariki together with implications for the popularity of Pure Land with alternative approaches • scholarly contributions to this topic.

Question Number		Indicative content
6 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two ideas about nirvana.
Level 2	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"> • a simple outline of the Eightfold Path • a basic view about nirvana.
Level 3	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"> • key terms associated with nirvana • the ideas about nirvana in the Eightfold Path • basic ideas about enlightenment.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the distinctive beliefs associated with nirvana. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of nirvana. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of teachings about nirvana within Buddhist teachings • notions about nirvana in relation to dukkha, anicca and anatta, samsara and bodhi • the significance of nirvana for Buddhist thought and practice • scholarly contributions to this topic.

Question Number	Indicative content	
6 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a few basic ideas about anatta.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • beliefs about anatta linked to anicca • nirvana as the blowing out of ignorance.
Level 3	7-9	Candidates may assess in a purposeful manner the view that anatta is indispensable for understanding nirvana. Candidates may argue that: <ul style="list-style-type: none"> • belief in anatta is linked to nirvana as negation of dukkha • belief in anatta is related to nirvana and the termination of samsara • positively, nirvana is enlightenment.
Level 4	10-12	Candidates are likely to present 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"> • some interpretations of a range of ideas about anatta • evidence of indispensable links between anatta and nirvana • evidence of transcendental qualities of nirvana including the notion that it is beyond words and hence anatta is merely a part of this system • scholarly contributions to this debate.

Question Number		Indicative content
6 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few basic ideas associated with Mahayana Buddhism.
Level 2	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"> • a simple version of aspects of Mahayana Buddhism • a basic account of some features of Bodhisattvas.
Level 3	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"> • some leading themes linked to Mahayana Buddhism • the role of the Bodhisattva doctrine within Mahayana • some important ideas associated with Bodhisattvas.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the distinctive features of Mahayana Buddhism linked to the Bodhisattva doctrine. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of the Bodhisattva doctrine. Candidates may examine: <ul style="list-style-type: none"> • a contextual understanding of development of Mahayana in order to understand its distinctive features • a contextual understanding of the significance of the Bodhisattva doctrine • the key principles that underpin this doctrine which gives it distinctive features • scholarly contributions to this topic.

Question Number		Indicative content
6 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a few basic ideas about Theravada Buddhism.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • some fundamental aspects of Theravada • some key ideas of Mahayana.
Level 3	7-9	Candidates may assess in a purposeful manner some distinctive ideas about the Bodhisattva doctrine. Candidates may argue that: <ul style="list-style-type: none"> • the arahat tradition reflects Theravada Buddhism • there are significant differences between the arahat and bodhisattva • ideas about karma and transfer of karmic merit are significantly different across both traditions.
Level 4	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"> • some interpretations about the relationship between Theravada and Mahayana Buddhism • the respective roles of arahat and bodhisattva and differences about enlightenment • the complexities of using the term 'development' in this context • scholarly contributions to this debate.

Christianity

Question Number		Indicative content
7 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may <ul style="list-style-type: none"> • give an outline of the early history of the Ecumenical Movement from the Edinburgh conference of 1910 to the formation of the World Council of Churches in 1948.
Level 2	5-9	Candidates may <ul style="list-style-type: none"> • focus in some detail on the early period with some understanding of the formation of working committees • deal with the response of the Roman Catholic Church to ecumenism.
Level 3	10-14	Candidates may <ul style="list-style-type: none"> • deal in more detail and greater understanding with either the early period or the later development • give a more detailed analysis of the response of both the Catholic and Orthodox Churches.
Level 4	15-18	Candidates may <ul style="list-style-type: none"> • deal with recent events or statements such as ARCIC documents or papal initiatives and responses • offer an analysis of scholarly debate taken from any of the participating Churches • deal with the comments of Ratzinger, now Pope Benedict.

Question Number		Indicative content
7 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may <ul style="list-style-type: none"> • make simple statements, such as, that the Ecumenical Movement has been largely Protestant.
Level 2	4-6	Candidates may comment on the <ul style="list-style-type: none"> • achievements of the movement eg in Northern Ireland • importance of grass roots participation.
Level 3	7-9	Candidates may <ul style="list-style-type: none"> • deal in more detail with the reasons why the Catholic and Orthodox Churches were slow to join • deal with why the advances made seem to have stalled today • raise the question of the nature of the Church or the meaning of the Eucharist.
Level 4	10-12	Candidates may <ul style="list-style-type: none"> • weigh up what is meant by the Church • distinguish cooperation from unity • build a coherent argument leading to a conclusion about what unity is possible with such different definitions, with reference to scholarly opinion.

Question Number		Indicative content
7 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may <ul style="list-style-type: none"> • choose from a wide range of issues: action in Nazi Germany, Ecumenism or Interfaith today • make a simple statement of some of the issues arising.
Level 2	5-9	Candidates may focus on the <ul style="list-style-type: none"> • history of the Ecumenical Movement with reference to the Edinburgh conference of 1910 • the setting up of the World Council of Churches in 1948.
Level 3	10-14	Candidates may <ul style="list-style-type: none"> • emphasise the development of the ecumenical movement since the setting up of the World Council of Churches • deal with the responses of the Roman Catholic Church leading to the Churches Together Movement • demonstrate how this is a practice of Christianity in the modern world.
Level 4	15-18	Candidates may <ul style="list-style-type: none"> • build on this by dealing with more current issues of Papal visits or joint issues which may be either national or local • deal with ARCIC discussions between Churches • show where lines of demarcation are hardening in the current situation • develop these issues in the light of the views of modern scholars.

Question Number		Indicative content
7 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may <ul style="list-style-type: none"> present a superficial account of a few views concerning the practice of Christianity in the modern world.
Level 2	4-6	Candidates may present a basic view on the significance of these issues <ul style="list-style-type: none"> that the ecumenical movement was largely a Protestant affair that Catholics have not always seen the need to join in with this.
Level 3	7-9	Candidates may offer a more developed answer that considers in detail <ul style="list-style-type: none"> why the Catholic Church has been slow to join in as it sees itself as the True Church the difficulties for unity of Catholic views of the priesthood and the Eucharist a case may be constructed which shows how the issues can be of significance today.
Level 4	10-12	Candidates may <ul style="list-style-type: none"> consider critically what is actually meant by the concept of unity consider the various understandings that there are of this concept with reference to the work of scholars build a coherent argument leading to a conclusion, using scholarly opinion that will attempt to assess the significance of this practice in the modern world.

Question Number		Indicative content
8 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>Candidates may make simple comments such as that</p> <ul style="list-style-type: none"> • christians believe death is not the end • death is the punishment for sin entering the world though Adam.
Level 2	5-9	<p>Candidates may</p> <ul style="list-style-type: none"> • question when resurrection occurs: immediately after death, (individually or all together) or at the final judgment • begin to distinguish between the issues of death and eternal life.
Level 3	10-14	<p>Candidates may consider more fully</p> <ul style="list-style-type: none"> • the meaning of the salvation won by Christ • the nature of the resurrection life. • the development of this teaching from Jewish roots • the problems of everlasting life.
Level 4	15-18	<p>Candidates may</p> <ul style="list-style-type: none"> • raise questions about the continuance of identity or continuance of the self • raise questions about the resurrection of the body or immortality of the soul • raise differences of understanding about resurrection life and what eternity might mean • build a coherent argument leading to a conclusion, using scholarly opinion within the context of scholarly debate.

Question Number		Indicative content
8 (a)	(ii)	12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer simple statements <ul style="list-style-type: none"> • that Christian beliefs are based on belief about Christ's death and resurrection.
Level 2	4-6	Candidates may show <ul style="list-style-type: none"> • that they are aware that there are differing views within the Christian Church about the extent of salvation • That they are aware that there are differing views within the Christian Church about the nature of resurrection life.
Level 3	7-9	Candidates may <ul style="list-style-type: none"> • evaluate the nature of resurrection life • assess the differing understandings of death and eternal life within the Christian Church.
Level 4	10-12	Candidates may <ul style="list-style-type: none"> • produce a sustained critical analysis of these issues within the contemporary debate about them, with reference to scholarly opinion • discuss extremist views of eschatology that have led to personal tragedy for some sects claiming Christian inspiration.

Question Number		Indicative content
8 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may offer simple statements <ul style="list-style-type: none"> • Jesus died to bring salvation.
Level 2	5-9	Candidates may raise some of the difficulties <ul style="list-style-type: none"> • why did someone have to be punished? • what is actually meant by salvation?
Level 3	10-14	Candidates may <ul style="list-style-type: none"> • explore the issue of why and how humankind needed salvation • explore the process of the redemption story in Jesus Christ • raise various views of the Church down the ages in response to this question such as Ransom or Example.
Level 4	15-18	Candidates may <ul style="list-style-type: none"> • make a coherent response using the relevant technical vocabulary about salvation in this world or the next • make a coherent response using the relevant technical vocabulary about atonement as a transaction event or a pathway • using modern scholarly opinion construct a coherent argument that shows a full understanding of this question.

Question Number		Indicative content
8 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer views that may be fairly simple <ul style="list-style-type: none"> • that the Church has always taught this.
Level 2	4-6	Candidates may deal with questions such as <ul style="list-style-type: none"> • the importance of salvation • whether our condition in the next world depends on what we do in this world.
Level 3	7-9	Candidates may deal with <ul style="list-style-type: none"> • the problems of the process or the mechanics of salvation • the problem of payment to the devil • modern difficulties with some of the traditional terminology.
Level 4	10-12	Candidates may <ul style="list-style-type: none"> • construct a case that may be in defence or otherwise of the traditional view • discuss the question of the claims of salvation from other faiths • build a coherent argument leading to a conclusion, using scholarly opinion that will attempt to assess the significance of these teachings for Christians.

Hinduism

Question Number		Indicative content
9 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine only one contributor they normally cannot proceed to level 3.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few biographical features of one of these contributors.
Level 2	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"> • some key ideas about one of these contributors • a few ideas about a second of these contributors.
Level 3	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"> • some key features linked to the Hindu renaissance • the ways in which one of these contributors displayed diversity • the influence of a second of these contributors.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, emphasising the contributions which highlight diversity. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of diversity within Hinduism. Candidates may examine: <ul style="list-style-type: none"> • the context of the diversity across Hindu traditions during the Hindu renaissance • the contributions of Dayananda Sarasvati which highlighted the authority of the Vedas • the contrasts with the Neo-Vedanta traditions of Ramakrishna or the academic and inclusive thrust of Sri Radhakrishnan • the contributions of scholarly work on this topic.

Question Number		Indicative content
9 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
		If candidates comment on only one contributor they normally cannot proceed to level 3.
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"> to one or two influences of these contributors.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> the influence of one of these contributors the significance of a second contributor.
Level 3	7-9	Candidates may assess in a purposeful manner the view that these contributors have enhanced Hinduism. Candidates may argue that: <ul style="list-style-type: none"> the interaction with the West has had an impact on these contributors these influences of these two contributors have had an impact on political developments within Hinduism these contributions have had a wide ranging influence on Hinduism.
Level 4	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"> concerning interpretations about the notion of a 'transformation' during the Hindu renaissance positive ways in which these contributors may have enhanced the transformation of Hinduism critical judgements about possible negative influences such as exclusivist nationalism scholarly contributions.

Question Number		Indicative content
9 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If a candidate examines only one of the topics they normally cannot proceed to level 3.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few biographical details about Gandhi.
Level 2	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"> • a basic account of one of these topics • a simple version of a second topic.
Level 3	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"> • the meaning of the selected terms • evidence of their application during his life • their importance during his life.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the significance of the two selected terms in relation to Gandhi. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significant themes in Gandhi's life and work. Candidates may examine: <ul style="list-style-type: none"> • the context of Gandhi in this period of Indian history and its influence on Gandhi • the two selected terms in detail • the significance of these ideas for Gandhi and subsequent influence • scholarly contributions to this topic.

Question Number		Indicative content
9(b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a few ideas about the importance of Gandhi.
Level 2	4-6	Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • evidence of his political campaigns • his religious teachings.
Level 3	7-9	Candidates may assess in a purposeful manner the view that Gandhi was primarily a religious leader. Candidates may argue about: <ul style="list-style-type: none"> • proposed links of ahimsa to religious ideas • the importance of home rule for India • religious debates with other Hindu traditions.
Level 4	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"> • some interpretations of the tensions and links between religion and politics in Gandhi's life • significant features of his religious ideology • associations between social and political influences and their significance with respect to religious traditions • scholarly opinions on this topic.

Question Number		Indicative content
10 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two simple ideas about dharma.
Level 2	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"> • a few ideas about different meanings of dharma • a focus on ideas about order and sacrifices.
Level 3	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"> • major types of dharma • links with moral order • associations with social order.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting a range of meanings associated with dharma. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of dharma. Candidates may examine: <ul style="list-style-type: none"> • the context of the major uses of dharma • links with Vedic ideas about rta and karma • key ideas about varnashrama dharma and sanatana dharma • scholarly contributions and reference to set texts.

Question Number		Indicative content
10 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a simple account of Hinduism as a way of life.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • views about 'a way of life' in this context • some evidence to support this view.
Level 3	7-9	Candidates may assess in a purposeful manner the notion of the extent to which dharma may indicate that Hinduism is a way of life. Candidates may argue that: <ul style="list-style-type: none"> • Hindu dharma indicates a way of life • sadharana dharma as a general code of ethics indicates the application of dharma across Hindu lifestyles • evidence supports the full extent of Hinduism as a way of life.
Level 4	10-12	Candidates are likely to present 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"> • some interpretations of a range of meanings and hence significance of dharma • links between dharma and moral and social issues • alternative stances such as the idea of dharma as eternal order which puts the notion of a way of life into perspective as a partial view • scholarly contributions to this debate.

Question Number	Indicative content	
10 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine only one term they cannot normally proceed to level three.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a vague notion associated with one of these terms.
Level 2	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"> • a basic account of one of these terms • a simple version of a second term.
Level 3	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"> • key concepts • one of the terms with limited use of the set texts • a second term in a general analysis.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the fundamental ideas of two terms based on a detailed knowledge of the set texts. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of these terms. Candidates may examine: <ul style="list-style-type: none"> • the context of the distinctive features of the selected set texts • both terms from the texts in a more detailed manner • the significance of these terms within Hindu thought • scholarly contributions including Hindu teachers and gurus on these texts and terms.

Question Number		Indicative content
10 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> the importance of one of these terms.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> the influence of one of these ideas on Hindu beliefs the significance of the second term on Hindu practice.
Level 3	7-9	Candidates may assess in a purposeful manner the view that these ideas are important in Hinduism. Candidates may argue that: <ul style="list-style-type: none"> these ideas influence closely related ideas the ideas are significant at different periods of Hindu practice these ideas are important in the teachings of various Hindu thinkers.
Level 4	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"> some interpretations of a range of meanings of these terms and hence of different types of influence the relative significance of the terms across different Hindu schools the controversies associated with these terms within different traditions and periods of time scholarly contributions to this topics.

Islam

Question Number		Indicative content
11 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	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"> • one or two features of the period of the Rightly Guided Caliphs.
Level 2	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"> • a simple account of the period of the Rightly Guided Caliphs • a basic version concerning ideas of leadership in Islam
Level 3	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"> • key features of the period of the Rightly Guided Caliphs • issues about succession • how these issues influenced ideas about leadership.
Level 4	15-18	<p>Candidates are likely to have a consistent focus on the demands of the question, highlighting the contributions of the period of the Rightly Guided Caliphs to distinctive ideas about leadership. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of this period. Candidates may examine:</p> <ul style="list-style-type: none"> • the context of this period and its distinctive features • key terms such as succession, authority and infallibility • the significance of these ideas of Islamic leadership • the contributions of scholarship to this topic.

Question Number		Indicative content
11 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about Sunni and Shi'ah Islam.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • Sunni ideas about leadership • Shi'ah views about leadership.
Level 3	7-9	Candidates may assess in a purposeful manner the view about differences between Sunni and Shi'ah Islam. Candidates may argue that: <ul style="list-style-type: none"> • there are different interpretations of shaykh and imam • there is a contrast between consent of the ummah and allegiance to descendants • there are additional major differences between Sunni and Shi'ah Islam.
Level 4	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"> • some interpretations about types of leadership across different Islamic traditions • the complexities related to geographical location and cultural environment • the relative importance of issues about leadership given a range of additional significant differences • scholarly contributions to this discussion.

Question Number		Indicative content
11 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • some descriptive features of a Muslim state.
Level 2	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"> • a basic account of a modern Muslim state • a simple view of its attempts to preserve tradition.
Level 3	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"> • the main historical features of the selected state in a brief manner • some key beliefs and practices of the Muslim state • some problems and solutions associated with the selected state.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting attempts to modernize and/or preserve tradition in one modern Muslim state. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of the key issues in this state. Candidates may examine: <ul style="list-style-type: none"> • the context of the distinctive features of the selected Muslim state • evidence and reasons which lead to attempts to modernize and/or preserve tradition in the state • the effects of these attempts by a detailed analysis • scholarship on this topic.

Question Number		Indicative content
11 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some descriptive features of the Muslim state.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • an account of the status of Islam in the selected state • a simple view concerning the view that the important guideline is preservation.
Level 3	7-9	Candidates may assess in a purposeful manner the view that the most important principle is preservation of tradition. Candidates may argue that there: <ul style="list-style-type: none"> • are diverse features of Islam within the selected state • is evidence of preservation within the state • are debates about the development of Islam within the state.
Level 4	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"> • the interpretations of types of Islamic influences within the country • tensions between preservation and progression • case studies of issues that highlight the tensions such as the role of women, relationships with other Muslim states • scholarly contributions to these debates.

Question Number		Indicative content
12 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • some descriptive points about the Qur'an.
Level 2	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"> • a basic account of the importance of the Qur'an • a simple version of revelation given to Muhammad.
Level 3	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"> • key ideas and terms • fundamental ideas about revelation from the set texts • revelation linked to beliefs about Allah.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting fundamental beliefs about revelation. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of Qur'anic views about revelation. Candidates may examine: <ul style="list-style-type: none"> • the context of beliefs about Allah and revelation from the set texts • key features about revelation from Sura 2 including pre-Islamic views about revelation such as those from the People of the Book • Sura 96 by a full exposition • scholarly contributions to this topic.

Question Number		Indicative content
12 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • the benefits to believers in revelation.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • views about the future bliss of believers • notions of judgement on unbelievers.
Level 3	7-9	Candidates may assess in a purposeful manner the implications for those who believe and those who do not. Candidates may argue that: <ul style="list-style-type: none"> • intrinsic to the Qur'an is the division between believers and non-believers • there are important examples of believers within the Qur'an such as Abraham in contrast to others who rejected Allah's message • there are implications in terms of judgement of Allah.
Level 4	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"> • some interpretations about the differences between belief and unbelief with Islamic traditions • the context of related belief systems such as judgement and life after death • the implications for contemporary Islamic practice and inter-faith issues • scholarly contributions to this topic.

Question Number		Indicative content
12 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few features of a Sufism.
Level 2	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"> • an account of a few Sufi practices • some key ideas associated with Sufi beliefs.
Level 3	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"> • Sufi views about mysticism • the emphasis on individual purity in contrast to ritual • Sufi ideas about Allah.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the fundamental features of Sufism. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the fundamental features of Sufism. Candidates may examine: <ul style="list-style-type: none"> • the context of the emergence of Sufism and how this influences its fundamental features • the distinctive role of various practices • a range of emphases across different Sufi groups • the contributions of scholars to this topic.

Question Number		Indicative content
12 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a few ideas about the influence of Sufism.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • a simple version of some influences on Islamic mysticism • a basic version of some practices such as dance and music.
Level 3	7-9	Candidates may assess in a purposeful manner some influences of Sufism on Islam. Candidates may argue that: <ul style="list-style-type: none"> • there is evidence of influence • there are some beliefs that are highlighted in Sufism such as 'remembrance of Allah' • there is evidence of opposition to Sufism.
Level 4	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"> • some interpretations of the possible influence of Sufism • the links between some types of Sufism and some aspects of Sunni Islam • the controversies linked to Islamic criticisms associated with cardinal ideas such as tawhid and ideas of authority • scholarly contributions including Sufi saints.

Judaism

Question Number		Indicative content
13 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few ideas about David Friedlander.
Level 2	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"> • a basic account of David Friedlander • as simple understanding of Samson Raphael Hirsch.
Level 3	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"> • relevant biographical details of Friedlander and Hirsch • the reforming features of Friedlander • the orthodox emphases of Hirsch.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting a comparative study of Friedlander and Hirsch. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of these key figures in the development of Judaism. Candidates may examine: <ul style="list-style-type: none"> • the context of Judaism in this historical period • the distinctive emphases of Friedlander and Hirsch by a comparative study • and compare the emergence of early Reform and Neo-Orthodoxy • scholarly contributions to this topic.

Question Number		Indicative content
13 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • a few important ideas linked to Friedlander.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • a simple version of early Reform Judaism • a basic understanding of Orthodox Judaism.
Level 3	7-9	Candidates may assess in a purposeful manner the significance of one of these figures. Candidates may argue that: <ul style="list-style-type: none"> • the selected figure was influential in his own day • there are key themes of importance his teaching • the followers added to the development of the selected Jewish tradition.
Level 4	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"> • different interpretations about the significance of the selected figure • the seminal ideas and practices by way of contrast with other figures at the time • criticisms or otherwise of the emergence of early Reform or Neo- Orthodoxy • scholarly contributions to this debate.

Question Number		Indicative content
13 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • some details about the Holocaust.
Level 2	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"> • a simple overview of the Holocaust • some basic ideas about Jewish beliefs in this context.
Level 3	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"> • anti-Semitism and the Holocaust • notions about the 'final solution' • Jewish beliefs in relation to the Holocaust.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting Jewish theology in relation to the Holocaust. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the significance of the Holocaust. Candidates may examine: <ul style="list-style-type: none"> • the context of the Holocaust • the significance of the beliefs about the 'chosen people' • the view that the Covenant relationship had died or required a radical re-interpretation • scholarly contributions including Rabbinic thought to this topic.

Question Number		Indicative content
13 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • some debates about the Holocaust.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • views about punishment • simple ideas about vicarious suffering.
Level 3	7-9	Candidates may assess in a purposeful manner the view that the Holocaust continues to be important to Jews. Candidates may argue that the Holocaust: <ul style="list-style-type: none"> • highlights human issues about sin and depravity • signifies distinctive beliefs about redemptive suffering • heralds the end of religious faith.
Level 4	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"> • some interpretations about the concerns of the Holocaust • the nature of evil and related ideas • key beliefs about some theodices that appear to be more pertinent than others • scholarly contributions to this topic.

Question Number	Indicative content	
14 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • one or two ideas about the Law.
Level 2	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"> • a simple overview of the Ten Commandments • a basic account of authority within Judaism.
Level 3	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"> • some key early ideas about Law and authority • the divine basis of these teachings • the significance of the Sefer Torah.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the key ideas from the set texts on Law and authority. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of these seminal themes. Candidates may examine: <ul style="list-style-type: none"> • the context of the relevant set texts • the relevant Principles from Maimonides in an analytical manner • set texts on this theme of Law and authority with a full exposition • scholarly contributions to this topic.

Question Number		Indicative content
14 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> • one or two themes in modern Judaism.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> • views about the status of the Torah in Orthodox Judaism • beliefs about authority on Orthodox Judaism.
Level 3	7-9	Candidates may assess in a purposeful manner the significance of the beliefs about Law and authority in modern Judaism. Candidates may argue that: <ul style="list-style-type: none"> • these ideas are of paramount importance in Orthodox Judaism • Reform Judaism presents different views on these issues • there are important case studies that illustrate these issues such as gender issues.
Level 4	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"> • some interpretations about the meanings given to these terms across different Jewish traditions • the view that adherence to the Torah is of overwhelming significance across different traditions • the perception of 'secular Jews' about these beliefs and their significance • the contribution of scholars.

Question Number	Indicative content	
14 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> • a few features of Chasidism.
Level 2	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"> • some basic ideas associated with Chasidism • a simple account of some Chasidic practices.
Level 3	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"> • some of the early emphases of Chasidism • one or two key rebbes in more detail • some distinctive emphases within Chasidism.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the contributions of influential rebbes and their emphases to the development of Chasidism. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the distinctive features of Chasidism. Candidates may examine: <ul style="list-style-type: none"> • the context of Jewish mystical movements • the seminal contributions of the leaders such as Ba'al Shem Tov and Dov Baer • significant emphases in beliefs and practices • scholarly contributions to this topic.

Question Number		Indicative content
14 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> the stress on mysticism in Chasidism.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> the strengths of Chasidism Orthodox views about some Chasidic beliefs.
Level 3	7-9	Candidates may assess in a purposeful manner some criticisms made against Chasidism. Candidates may argue that: <ul style="list-style-type: none"> Chasidism contributes much of value to the development of Judaism there are significant links between the ethical teachings of Chasidism and some other Jewish movements the ultra-conservative trends in Chasidism result in tension with some Jewish movements.
Level 4	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"> some interpretations about different types of Chasidism evidence of links between Chasidism and some Jewish movements as exemplified by Buber evidence of profound criticism of, and separation between, Chasidism and some Jewish movements scholarly contributions to this discussion.

Sikhism

Question Number		Indicative content
15 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		These responses are for the Singh Sabha movement. Other movements are also creditworthy.
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> the Anand Marriage ceremony.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> Sikh distinctiveness from Hindu and Islamic beliefs and practices the Khalsa as the epitome of Sikh identity and practice.
Level 3	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> agitation for the Gurdwara reform movement agitation for the Anand Marriage Act the role and function of the Khalsa as the latest stage in Guru Nanak's mission.
Level 4	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> the need for a single Rahit Maryada to unify the Sikhs and purge them of Hindu practices the importance of belief in, and initiation into, the Khalsa the revival of Sarbat Khalsa ideal and removal of gurdwaras from the control of British authorities reference to views of scholars such as McLeod.

Question Number	Indicative content	
15 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
These responses are for the Singh Sabha movement.		
Level 1	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> the Singh Sabha took over historic and other gurdwaras and established the SGPC.
Level 2	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> the Singh Sabha established a Rahit Maryada, but various groups, including many sants, paid only lip service to it.
Level 3	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> 'sanatam Sikhism' as proposed by Oberoi particular examples of diversity and orthodoxy within the Sikh community, for example, about women and the keski the broad consensus about the amrit ceremony and 5 Ks.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> the importance of evidence of divergent practices has been exaggerated to fit a mould of orthodoxy 'masking' subaltern practices and beliefs Singh Sabha ideas have entered school curricula and legal systems throughout the world as the Rahit Maryada is presented as the Sikh code of conduct Singh Sabha aims were about unity of practice, not uniformity of ideas; they wanted orthopraxis not orthodoxy. The aim was to produce a SGPC to implement rites, not any sort of seminary differences of interpretation continue to exist, for instance, about the role of literalism and metaphor in the Guru Granth Sahib.

Question Number		Indicative content
15 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> • legal difficulties faced when wearing the 5 Ks.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> • the establishment of 'national' Sikh traditions in different countries • the emphasis on Punjabi language to retain roots.
Level 3	10-14	Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as: <ul style="list-style-type: none"> • how the issues surrounding identity are related to wider considerations, such as cultural issues about authority of older generations, or • the authority of traditional centres of Sikhism, such as Amritsar • the lack of diversity among gurdwaras.
Level 4	15-18	Candidates use a range of technical terms fluently to help provide a coherent response possibly including: <ul style="list-style-type: none"> • a range of debates about identity in dispersion communities, using 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 • discussion about issues that have gained currency due to dispersion such as inter-racial/inter-faith marriages • how dispersion has made Sikhism a world religion • how orthodox Sikh beliefs and practices have been supported by the global internet.

Question Number		Indicative content
15 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer a descriptive answer with reference to material such as: <ul style="list-style-type: none"> • the right to wear a kirpan.
Level 2	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> • the right of monas to take a full role in the management of gurdwaras, but • spreading the teaching of the Gurus may be more important.
Level 3	7-9	Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as: <ul style="list-style-type: none"> • Sikh philosophy is more valuable to the world than Sikh identity • without Sikh identity (the khalsa), Sikh philosophy is mere speculation • the issue of identity is closely tied to that of continuity.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> • continuity is threatened by assimilation and inter-marriage • continuity issues have a greater impact on non-khalsa Sikhs • Sikh populations in the diaspora continue to be fed from emigration from Punjab • most Sikh families have a full range of observance.

Question Number	Indicative content	
16 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> • a discussion of the Mul Mantra.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> • Oneness • Guru.
Level 3	10-14	Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as: <ul style="list-style-type: none"> • pantheism and panentheism from Owen Cole • grace and the True Guru • cultivation of virtue.
Level 4	15-18	Candidates use a range of technical terms fluently to help provide a coherent response concerning: <ul style="list-style-type: none"> • the rejection of status of Vedas and Qur'an as truth texts • the reinterpretation of images from Siddhas, eg alchemy, Ai Panth • God as the source of grace and virtues • the notion of Unity of Being validating samsara, concept of jivan mukt.

Question Number		Indicative content
16 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> • people are saved through God's mercy.
Level 2	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> • people come closer to God or move further away depending on their deeds • people cannot be saved through their own efforts.
Level 3	7-9	Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as: <ul style="list-style-type: none"> • the thread of grace linking gurprasad, satguru and gurmukh • moving through khands / stages of achieving mukti • the cultivation of virtue.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> • God is the Sole Giver, life as an outcome of grace • mukti (union with God) is a gift from God • the cultivation of virtue is a means to draw closer to God through godliness, but not sufficient to achieve mukti • discussion of the word "rely" in the question.

Question Number		Indicative content
16 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> the Gurus had families.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> living through honest earnings rather than charitable donations family life rather than celibacy.
Level 3	10-14	Candidates may refer to appropriate sources using some technical terms and analyse alternative approaches such as: <ul style="list-style-type: none"> gristhi jivan the rejection of the ascetic ideal in the janam sakhis the importance of kirt karo and wand chakna in society.
Level 4	15-18	Candidates may present: <ul style="list-style-type: none"> an analysis of examples of the Gurus having families an analysis of the example of non-attachment to families by the Gurus, eg Guru Nanak choosing Bhai Lehna as successor a discussion of householder life as basis for a moral life with the need to earn money through honest means and to share a discussion of householder life as basis for the wider principle of miri-piri.

Question Number		Indicative content
16 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> • piri is spiritual wealth so it is more important for a gurmukh.
Level 2	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> • with worldly power a person can do more good, but • spiritual wealth links us with God.
Level 3	7-9	Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as: <ul style="list-style-type: none"> • the importance of gristi jivan • the idea that good karma brings us closer to God • the idea that devotion is essential to achieve mukti.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning concerning: <ul style="list-style-type: none"> • the nature of Sikh ethics as a focus on virtue rather than following rules or performing meritorious acts, such as donations to charity • discussions relating to the issue of ethics within Sikhism, drawing for example on the arguments of Cole and Sambhi and Nicky Guninder Kaur • arguments about the nature of, and the historicity of, Sikh ethics to consider that on occasion piri is more important, e.g. during periods of persecution • the argument that without pleasing God life is worthless and this emphasises the importance of piri.

New Testament

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

Question Number		Indicative content
17 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to rely on simple statements about the content of the material, with little understanding of how it relates to the rest of the gospel. They may rely on repetition of material from (i).
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to express a simple view regarding the relationship of the teachings to the rest of the gospel although some repetition may still be evident • use of the wording of the question – ‘primary themes’ – may be evident.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer one or more opinions on the relationship between the teachings and the rest of the gospel and scholarly views are likely to be employed • for Luke, they may consider the challenge teaching on the Kingdom lays down to the religious authorities and to the reader • for the Fourth Gospel, they may consider how the Prologue identifies the person of Jesus at the start of the gospel.
Level 4	10-12	<p>At this level candidates are likely to offer clear and evaluative opinions on the relationship between this teaching and the rest of the gospel:</p> <ul style="list-style-type: none"> • they are likely to make use of key scholarly contributions and personal opinion, arriving at a balanced conclusion • the importance of the term ‘primary themes’ could be teased out at this level • for Luke, candidates may consider how the teaching impacted on the early church after Jesus’ ascension • for the Fourth Gospel, they may consider how the Prologue makes it possible for the reader to avoid the mistakes made by characters in the gospel.

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

Question Number		Indicative content
17 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to rely on simple statements about other purposes of the gospel or to rely on repetition of material from (i).
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer one or more opinions on the possible different purposes of the author • they are likely to weigh up different possibilities and reach a conclusion substantiated by personal opinion.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer one or more opinions on the possible different purposes of the author • they are likely to weigh up different possibilities suggesting some strengths and weaknesses of each • they are likely to reach a conclusion substantiated to some extent by personal opinion or scholarly views.
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer clear opinions of the different views and theories concerning possible purposes • use of key scholars is likely to be competent • candidates may typically pay attention to the wording of the question, possibly distinguishing between other 'important' purposes and other, presumably less important, purposes • personal opinion is likely to be informed, leading to a balanced conclusion.

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

Question Number		Indicative content
18 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to show a basic awareness of the text and make a descriptive account of one or more features of the trial before Pilate.
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to express simple ideas about Pilate's actions, based on textual reference and some personal opinion • some consideration of the difference between his role and that of the religious authorities may be given.
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to make connections between the actions and intentions of Pilate and the Jewish leaders • for Luke, Pilate's three declarations of Jesus' innocence may be considered, whilst for the Fourth Gospel, Pilate's reluctance to crucify Jesus may be explored • candidates may offer a conclusion as to the degree to which he was responsible.
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to demonstrate a clear understanding of the motives for Pilate's actions and his relationship with Jesus and the religious authorities • for both gospels, candidates may consider whether Pilate was manipulated by the religious authorities • they may make reference to the work of key scholars, e.g. Rivkin, on the inevitability of Pilate's involvement • considered conclusions based on substantiated personal opinion and scholarly views are likely to be offered.

Question Number		Indicative content
18(b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level: <ul style="list-style-type: none"> • candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.
Level 2	5-9	At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance to an understanding of the whole gospel: <ul style="list-style-type: none"> • for Luke, they may refer to Jesus' forgiveness of his executioner • for the Fourth Gospel, they may refer to the use of Old Testament fulfilment motifs.
Level 3	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"> • they may be able to relate its ideas to Old Testament background and religious symbolism and the views of scholars • for Luke, they may refer to the role of women at the crucifixion and in the gospel as a whole • for the Fourth Gospel, they may refer to the spear thrust and blood and water and how they link with previous episodes in the gospel.
Level 4	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"> • candidates are likely to be able to confidently relate these features to other aspects of the gospel • for Luke, they may refer to the theme of Jesus' innocence • for the Fourth Gospel, they may refer to the witness at the foot of the cross • for both gospels, they are likely to show an understanding of how the evangelist makes their narrative of the crucifixion distinctive so that gospel themes are maintained throughout.

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

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