

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in Religious  
Studies (6RS01) Paper 01  
Foundations

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 1: Foundations

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

### Assessing Quality of Written Communication

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

### Assessment Objective 1

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

Level	Descriptor	Marks
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with mainly random and unorganised detail; imprecisely expressed.</p> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> <p>Low Level 1: 1 mark minimal accuracy or relevance in factual detail; no coherent organisation; very broad and unfocused generalisations; unclear as a response to the task, but not worthless</p> <p>Mid Level 1: 2-3 marks a mixture of accurate and relevant information with unrelated factual detail and inaccurate information; some relevant but unfocused generalisations; recognisable as a response to the task</p> <p>High Level 1: 4-5 marks some accurate and relevant information; an attempt to organise this within a structure; some broad but relevant generalisations with occasional detail; a valid response to the task, but lacking clarity or focus</p>	1-5

2	<p>Mainly relevant and accurate information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 6 marks most information presented is relevant to the task and accurate; limited in scope; organised sufficiently to show an implicit awareness of the issue; expressed with limited clarity</p> <p>Mid Level 2: 7-8 marks relevant and accurate information organised to show some awareness of the issue raised; with sufficient scope to show recognition of the breadth of the task; expressed simply and with some clarity</p> <p>High Level 2: 9-10 marks a simple structure in which appropriate information is organised; leading to a clear though basic awareness of the issue raised; expressed clearly</p>	6-10
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 3: 11 marks sufficient accurate and relevant knowledge to show a sound awareness of the issue; information organised to present a clear structure; some key features identified; reference to some key ideas and concepts; expressed clearly using technical terms occasionally</p>	11-15

	<p>Mid Level 3: 12-13 marks breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features identified with some elaboration; showing understanding of some key ideas and concepts; expressed clearly and accurately using technical terms</p> <p>High Level 3: 14-15 marks a good range and/or detail of appropriate knowledge; presented in a mainly coherent structure; significant features explained for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately</p>	
4	<p>A coherent and well-structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> <p>Low Level 4: 16-17 marks accurate, relevant and detailed knowledge of the subject matter at a broad range or in sufficient depth; emphasis on significant features; using evidence to show general understanding of the key ideas; expressed clearly, using technical language appropriately</p> <p>Mid Level 4: 18-19 marks accurate, relevant and detailed knowledge of the subject matter at a wide range or in significant depth; emphasis on the most important features; using well-chosen evidence to support understanding of key ideas and concepts; expressed clearly and accurately, using technical language widely</p> <p>High Level 4: 20-21 marks accurate, relevant and detailed knowledge used concisely to present a coherent and well-structured response to the task at a wide range or considerable depth; selecting the most important features for emphasis and clarity; using evidence to explain the key ideas; expressed cogently using technical language</p>	16-21

## Assessment Objective 2

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

Level	Descriptor	Marks
1	A mainly descriptive response, at a general level, to the issue(s) raised in the task; leading to a point of view that is logically consistent with the task, supported by reference to a simple argument or unstructured evidence; imprecisely expressed.	1-2
2	A response to the task showing a simple but partial awareness of the issue(s) raised, typically supported by some attempt to set out a range of views; a point of view supported by limited but appropriate evidence and/or argument; communicated with a sufficient degree of accuracy to make the meaning clear.	3-4
3	An accurate statement of the main issue(s) raised by the task with some attempt to set out reasons for a range of views; a point of view expressed clearly, supported by relevant evidence and argument and deploying some technical language appropriately.	5-6
4	An attempt at an evaluation of the issue(s) raised in the task, typically through a careful analysis of alternative views; leading to a clearly expressed viewpoint supported by well-deployed evidence and reasoned argument; expressed accurately, fluently and using a range of technical vocabulary.	7-9

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

## Philosophy of Religion

Question 1a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the design argument.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• some basic ideas associated with the design argument</li> <li>• a simple account of one or two strengths of the argument.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• some key ideas in the design argument</li> <li>• the strength of empirical evidence</li> <li>• the strength of the argument based on purpose.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• key ideas and their strengths</li> <li>• different types of strengths</li> <li>• refinements to the argument to highlight strengths</li> <li>• scholarly contributions.</li> </ul>



Question 1a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two strong points in the argument.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• a basic criticism of the argument</li> <li>• a simple response to this criticism.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> <li>• some criticisms of the argument</li> <li>• problems of these criticisms</li> <li>• the cumulative effect of these views.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> <li>• reasons why the strengths can withstand criticisms</li> <li>• alternative views about the convincing nature of the strengths</li> <li>• variations and refinements in the debate about strengths and criticisms</li> <li>• scholarly views about the overall status of strengths of the argument.</li> </ul>

Question 1b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the cosmological argument.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• some key terms such as unmoved mover and first cause</li> <li>• characteristics of this type of argument.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• the role and importance of motion in the argument</li> <li>• ideas about causation</li> <li>• ideas about God within the argument.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of the view that the universe is not self-explanatory</li> <li>• the significance of evidence and reason to build up the case for the existence of God</li> <li>• the explanatory force of the argument as seen in the role of key themes such as necessary existence</li> <li>• scholarly contributions.</li> </ul>

Question 1b (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two weaknesses of the argument.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• a basic account of one or two criticisms</li> <li>• a simple view about the impact of these criticisms.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• problems about the interpretation of evidence</li> <li>• criticisms of ideas about infinite regress and necessary existence</li> <li>• the cumulative effect of these criticisms.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> <li>• the claim that the cosmological argument is fundamentally flawed</li> <li>• the range of challenges against the argument and possible responses</li> <li>• refinements and alternatives to the argument focused on the claim that it is fundamentally flawed</li> <li>• scholarly views.</li> </ul>

<b>Question 2a (i)</b>			
	<b>(i)</b>	If candidates examine only one solution they cannot normally proceed to level 3. If they examine more than two solutions read all the material and credit the best two solutions.	<b>(21)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-5	<i>Levels Descriptor</i>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of solutions to the problem of suffering.</li> </ul>	
2	6-10	<i>Levels Descriptor</i>	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• a basic introduction to one solution</li> <li>• a simple version of a second solution.</li> </ul>	
3	11-15	<i>Levels Descriptor</i>	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of one solution</li> <li>• important aspects of a second solution</li> <li>• their implications regarding the problem of suffering.</li> </ul>	
4	16-21	<i>Levels Descriptor</i>	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• key features and their significance of two solutions</li> <li>• key concepts of suffering and how these are approached by these two solutions</li> <li>• refinements to these solutions in order to strengthen them</li> <li>• scholarly contributions.</li> </ul>	

Question 2a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of these solutions.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• a view about the problem of suffering</li> <li>• an opinion about the effectiveness of the solutions.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• the reasons why one solution justifies suffering</li> <li>• the strengths of a second solution</li> <li>• criticisms against these two solutions.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> <li>• evidence and argue that these two solutions justify suffering</li> <li>• criticisms of these solutions and refinements</li> <li>• alternative approaches whereby, for example, one solution is argued to be effective whereas another is rejected</li> <li>• scholarly opinions.</li> </ul>

<b>Question 2b (i)</b>		
	<b>(i)</b>	If candidates examine only one definition and do not answer the full question they cannot normally proceed to level 3. If they examine more than two definitions read all the material and credit the best two.
		<b>(21)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of miracles.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• one or two definitions at a basic level</li> <li>• a basic understanding of the importance of miracles for religious belief.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• two definitions of miracles</li> <li>• the significance of miracles for religious belief at a basic level</li> <li>• the key ideas and terms in this topic.</li> </ul>

4	16-21	<i>Levels Descriptor</i>
		<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine:</p> <ul style="list-style-type: none"><li>• the full question, including key ideas in two definitions of miracles</li><li>• key concepts implicit in the significance of miracles for religious belief</li><li>• philosophical features of these various concepts</li><li>• scholarly contributions.</li></ul>

Question 2b (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two problems with belief in miracles.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• examples of explaining away miracles</li> <li>• basic ideas why miracles may be rejected.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• problems in some definitions of miracles</li> <li>• weaknesses regarding evidence used in support of miracles</li> <li>• reasons to reject miracles.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> <li>• reasons to explain away miracles</li> <li>• arguments to reject miracles</li> <li>• alternatives to a rejection of miracles including the strength of belief in miracles</li> <li>• scholarly opinions.</li> </ul>



## Ethics

Question Number		Indicative content
<b>3 (a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-5	<p>At this level candidates are likely to demonstrate little understanding of the issue raised by the question and what it means for morality to be dependent/not dependent on religion:</p> <ul style="list-style-type: none"> <li>they may make simple reference to religious rules such as the universality of the Ten Commandments <i>or</i> to the view that it is possible for atheists to be moral.</li> </ul>
<b>Level 2</b>	6-10	<p>At this level candidates may identify simple but accurate reasons to explain the arguments:</p> <ul style="list-style-type: none"> <li>they may consider the role of biblically based moral teaching;</li> <li>on the other hand, they may offer the view that religious morality may not appear to be relevant to everyone.</li> </ul>
<b>Level 3</b>	11-15	<p>At this level, candidates are likely to demonstrate a clear understanding of the possible reasons why morality may or may not be dependent on religion:</p> <ul style="list-style-type: none"> <li>they may refer to the need for humans to be guided in moral decision making;</li> <li>they may refer to related theories such as Natural Moral Law;</li> <li>on the other hand, they may allude to problems raised by fundamentalist approaches to religious morality.</li> </ul>
<b>Level 4</b>	16-21	<p>At this level candidates are likely to be able to identify a significant range of reasons why morality may or may not be dependent on morality:</p> <ul style="list-style-type: none"> <li>they may discuss different ways of understanding the relationship between religion and morality;</li> <li>they may give relevant and well explained examples of how religious morality is applied;</li> <li>they may suggest ways in which secular morality has failed to be persuasive or is more persuasive;</li> <li>they may include reference to other scholars, such as Kant's moral argument, Aquinas, or R A Sharpe.</li> </ul>

Question Number		Indicative content
<b>3 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to struggle to raise any new material and are likely to rely on basic repetition of ideas from (i).</li> </ul>
<b>Level 2</b>	3-4	At this level candidates may raise one or more simple reasons to explain why arguments in favour of the independence of morality on religion may be stronger: <ul style="list-style-type: none"> <li>• they may refer to the claim that religious morality is not sufficiently relevant in the modern world;</li> <li>• they may suggest that religious morality is divisive and may be thought to lead to hostility.</li> </ul>
<b>Level 3</b>	5-6	At this level candidates may develop these reasons further: <ul style="list-style-type: none"> <li>• they may offer some specific examples of problematic religious morality;</li> <li>• they may offer further arguments in favour of the view that morality is <i>not</i> dependent on religion;</li> <li>• they may include the views of scholars, such as A C Grayling or Richard Dawkins to support this view.</li> </ul>
<b>Level 4</b>	7-9	At this level it is likely that candidates will have recognised the implications of the question for religious morality: <ul style="list-style-type: none"> <li>• they may suggest that there are serious issues which arise with some religious practices and include well chosen, rather than anecdotal examples;</li> <li>• they may offer further, well developed arguments supporting the view that morality is independent of religion;</li> <li>• they are likely to offer some critical evaluation of some of the arguments in support of religious morality;</li> <li>• a balanced conclusion is likely to be drawn arising from a clear point of view.</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	At this level candidates are likely to draw on a limited range of material: <ul style="list-style-type: none"> <li>it is unlikely they will have any clear understanding of the wider context of Utilitarianism or Situation Ethics and may depend on a simple statement of one or two key features.</li> </ul>
<b>Level 2</b>	6-10	At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel: <ul style="list-style-type: none"> <li>for Utilitarianism, they are likely to discuss a limited range of characteristics and may focus entirely on Bentham and/or Mill;</li> <li>for Situation Ethics, they may explain the application of <i>agape</i> and/or the rejection of absolute rules.</li> </ul>
<b>Level 3</b>	11-15	At this level: <ul style="list-style-type: none"> <li>candidates may offer a wider range of features of Utilitarianism or Situation Ethics without dealing with them in depth;</li> <li>some consideration of the background to and influences on the theory may emerge at this level;</li> <li>for Utilitarianism, candidates may explore the reasons for Mill's adaptation of Bentham's approach, whilst for Situation Ethics, they may consider Fletcher's working principles.</li> </ul>
<b>Level 4</b>	16-21	At this level candidates are likely to be able to identify a significant range of features of Utilitarianism or Situation Ethics, or to explore a narrower range at some depth: <ul style="list-style-type: none"> <li>for Utilitarianism, it is likely that candidates make reference to the teleological nature of the theory, to issues of consequentialism and means to an end;</li> <li>candidates are likely to display more detailed knowledge and understanding of either theory within its social, cultural and religious context;</li> <li>for Utilitarianism, Bentham and Mill are likely to feature prominently, but at this level candidates may also make reference exclusively or additionally to other forms of utilitarianism;</li> <li>for Situation Ethics, candidates may consider the contribution of J A T Robinson to Situation Ethics in the UK.</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	At this level: candidates may offer a simple criticism of Utilitarianism or Situation Ethics.
<b>Level 2</b>	3-4	At this level, candidates may struggle to incorporate new information or to reach a balanced conclusion: <ul style="list-style-type: none"> <li>• consideration of whether the chosen theory survives the challenges it has faced, may be expressed in terms of the problems of predicting consequences, or of assuming the primacy of <i>agape</i>;</li> <li>• at the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory and how well they have withstood challenges.</li> </ul>
<b>Level 3</b>	5-6	At this level, candidates may rely on some repetition of material from (i) but will still maintain a clear line of argument in terms of whether the theory has survived challenges: <ul style="list-style-type: none"> <li>• candidates may consider a wider range of problems raised by their chosen theory;</li> <li>• they may offer some argument in continued support of their chosen theory;</li> <li>• they are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the theory selected.</li> </ul>
<b>Level 4</b>	7-9	Candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (i): <ul style="list-style-type: none"> <li>• a range of strengths and weaknesses will be identified and used as the basis of a genuine attempt at evaluation;</li> <li>• a reasoned and balanced argument which may conclude in any valid direction;</li> <li>• candidates are likely to make direct reference to the wording of the question;</li> <li>• at this level candidates are likely to avoid falling back on extensive case study material.</li> </ul>

Question Number		Indicative content
<b>4(a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-5	<p>At this level, candidates are likely to address a very limited range of concepts associated with pacifism:</p> <ul style="list-style-type: none"> <li>• they may rely on a simple statement regarding Jesus' teaching on the Sermon on the Mount.</li> </ul>
<b>Level 2</b>	6-10	<p>Candidates at this level are likely to refer to a narrow range of concepts associated with pacifism:</p> <ul style="list-style-type: none"> <li>• they may consider reasons why violent conflict is considered wrong, e.g. causing suffering, not in the spirit of Christian love;</li> <li>• they may identify more than one form of pacifism, e.g. nuclear or absolute pacifism.</li> </ul>
<b>Level 3</b>	11-15	<p>Candidates at this level are likely to show a good understanding of a range of approaches to pacifism:</p> <ul style="list-style-type: none"> <li>• they may refer to a wider range of pacifist principles, e.g. humanitarian or economic support for pacifism;</li> <li>• candidates may show some understanding of how attitudes to pacifism have changed over the centuries;</li> <li>• they may allude to well known pacifists, such as Martin Luther King.</li> </ul>
<b>Level 4</b>	16-21	<p>At this level candidates are likely to be able to deal confidently with a range of issues associated with pacifism:</p> <ul style="list-style-type: none"> <li>• they are likely to have a secure knowledge of at least several reasons why people may adopt a pacifist position;</li> <li>• candidates are likely to be able to examine pacifism with reference to examples without falling into narrative, or offering an overly historical or contemporary political account;</li> <li>• some examples of individuals or groups may be appropriately applied;</li> <li>• some assessment of the value of pacifism may be offered at this level.</li> </ul>

Question Number		Indicative content
<b>4 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	At this level: candidates are likely to make a simple reference to one or two reasons why pacifism may be considered a problematic position.
<b>Level 2</b>	3-4	Candidates at this level are likely to consider a limited range of arguments against pacifism: <ul style="list-style-type: none"> <li>• they may suggest that there are sometimes good reasons to go to war;</li> <li>• they may offer a simple version of the Just War Theory.</li> </ul>
<b>Level 3</b>	5-6	At this level, candidates may consider both sides of the argument: <ul style="list-style-type: none"> <li>• they may consider a wider range of scriptural teaching on both positions;</li> <li>• they may offer some specific Church teaching which may support war in some cases;</li> <li>• they may consider 'difficult' in terms of courageous rather than problematic.</li> </ul>
<b>Level 4</b>	7-9	At this level, candidates are likely to reach a balanced conclusion: <ul style="list-style-type: none"> <li>• they may raise issues of conscience and changing social attitudes to war;</li> <li>• consideration may be given to the problems of misunderstanding or misapplying religious teaching or of following the commands of religious leaders in these matters leaving pacifism more justifiable than it may have been;</li> <li>• they may suggest that the Just War Theory is not applicable in cases of modern warfare and therefore pacifism is more reliable;</li> <li>• they may suggest that, nevertheless, some wars can still be justified.</li> </ul>

Question Number		
<b>4 (b)</b>	<b>(i)</b>	If candidates refer to more than one dilemma, read all of the material and credit the best one.
<b>Indicative content</b>		
Level	Mark	AO1
		<i>Levels Descriptor</i>
<b>Level 1</b>	1-5	At this level: <ul style="list-style-type: none"> <li>• candidates may present a simple case study or narrative description of a dilemma in sexual ethics.</li> </ul>
		<i>Levels Descriptor</i>
<b>Level 2</b>	6-10	At this level candidates are likely to identify one issue in sexual ethics: <ul style="list-style-type: none"> <li>• narrative and/or case study may still be evident;</li> <li>• some attempt may be made at identifying the broader principles which constitute a dilemma – e.g. an issue for which there is no clear resolution.</li> </ul>
		<i>Levels Descriptor</i>
<b>Level 3</b>	11-15	At this level candidates will typically identify a clearly defined dilemma in sexual ethics: <ul style="list-style-type: none"> <li>• use of narrative and/or case study is likely to be illustrative rather than anecdotal;</li> <li>• candidates are likely to be able to comment on the various positions which may be offered regarding these issues, identifying how it is thus a dilemma;</li> <li>• some reference to scholarly principles and contributions may be made.</li> </ul>
		<i>Levels Descriptor</i>
<b>Level 4</b>	16-21	At this level, it is likely that candidates will clearly identify a dilemma in sexual ethics: <ul style="list-style-type: none"> <li>• at this level, candidates will typically avoid case study, and deal with issues in a scholarly manner;</li> <li>• they may consider the contribution of sacred texts and other religious authorities;</li> <li>• the role of conscience, faith and obedience to a religious way of life may be considered;</li> <li>• specific problems of a particular dilemma in contemporary society may be clearly addressed.</li> </ul>

Question Number		Indicative content
<b>4 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	<p>Candidates at this level will show little understanding of the implications of the question:</p> <ul style="list-style-type: none"> <li>• they may offer one simple suggestion as to how dilemmas may be solved.</li> </ul>
<b>Level 2</b>	3-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may offer one clear suggestion as to how a dilemma may be solved;</li> <li>• some case study material may be used to support their answer.</li> </ul>
<b>Level 3</b>	5-6	<p>Candidates are likely to demonstrate an understanding of the implications of the question:</p> <ul style="list-style-type: none"> <li>• they are likely to offer a clear and relevant way of solving dilemmas in sexual ethics;</li> <li>• they may show some understanding of the implications of the term 'value' in terms of practicality or integrity;</li> <li>• they may make specific reference to religious teaching or to ethical theory.</li> </ul>
<b>Level 4</b>	7-9	<p>At this level, candidates are likely to demonstrate a clear understanding of the implications of the question:</p> <ul style="list-style-type: none"> <li>• they are likely to offer a balanced argument taking into account the strengths and weaknesses of the solution offered;</li> <li>• they may offer an alternative solution in order to illustrate the usefulness or otherwise of the initial solution;</li> <li>• some reference to scholars may be evident;</li> <li>• at this level candidates will offer a mature evaluation of these issues.</li> </ul>



## Buddhism

Question 5a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<i>Levels Descriptor</i>
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two features of the period prior to the Buddha.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		<p>Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• some basic Hindu beliefs</li> <li>• some prominent features of Hindu social systems.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		<p>Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• a range of religious and social practices</li> <li>• the diversity of beliefs</li> <li>• various religious groups/movements and their distinctive emphases.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• a range of notions about human nature</li> <li>• diverse beliefs about ways to achieve liberation</li> <li>• ethical and social implications of these beliefs</li> <li>• scholarly contributions.</li> </ul>

Question 5a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two features of the teaching of the Buddha.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• an example of the Buddha's rejection of earlier beliefs</li> <li>• an account of meditation and a basic understanding of its importance.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> <li>• evidence of the Buddha's rejection of earlier beliefs</li> <li>• reasons for his rejection of some earlier ideas about liberation</li> <li>• the importance of the Buddha's enlightenment regarding liberation.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may:</p> <ul style="list-style-type: none"> <li>• consider evidence and reasons for the Buddha's rejection of earlier views especially beliefs about liberation</li> <li>• weigh up the strengths and weaknesses of this evidence and reasons</li> <li>• debate alternative interpretations</li> <li>• consider scholarly opinions.</li> </ul>

<b>Question 5b (i)</b>			
	<b>(i)</b>	If candidates examine fewer than four features they cannot normally proceed to level 3. If they examine more than four read all the material and credit the best four.	<b>(21)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-5	<i>Levels Descriptor</i>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the life of the Buddha.</li> </ul>	
2	6-10	<i>Levels Descriptor</i>	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• some key events in the life of the Buddha</li> <li>• the importance of one or two of these events.</li> </ul>	
3	11-15	<i>Levels Descriptor</i>	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• stories associated with the four signs</li> <li>• the enlightenment in a basic manner</li> <li>• links with monks and the setting up of the Sangha.</li> </ul>	
4	16-21	<i>Levels Descriptor</i>	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• four features of the life of the Buddha</li> <li>• the significance of each of these features</li> <li>• the importance of these features for an understanding of the life of the Buddha</li> <li>• scholarly contributions.</li> </ul>	

Question 5b (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of the work of the Buddha.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• a basic understanding of the key terms in the quotation</li> <li>• one or two simple links with the work of the Buddha.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• the notion of 'turning the wheel of doctrine'</li> <li>• the importance of 'giving peace to all beings'</li> <li>• the links between the quotation and the work of the Buddha.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• consider the significance of turning the wheel of doctrine in relation to the work of the Buddha</li> <li>• evaluate the links between the work of the Buddha and the claim about giving peace to all</li> <li>• comment on alternative interpretations such as the view that these claims do not reflect the significance of the work of the Buddha</li> <li>• consider scholarly views.</li> </ul>

Question 6a (i)		
	(i)	If candidates examine fewer than three Refuges they cannot normally proceed to level 3. <span style="float: right;">(21)</span>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of some Refuges.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• a simple version of the life of the Buddha seen as a Refuge</li> <li>• life in the Sangha</li> <li>• basic features of the Dhamma</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• the role of 'taking Refuge' within Buddhist practice</li> <li>• the importance of the Refuges for monks</li> <li>• the value of the Refuges for the laity.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of the Three Refuges within Buddhist belief and practice</li> <li>• the context of the Refuges within Buddhism</li> <li>• various types of importance for the Refuges within different Buddhist schools and groups</li> <li>• scholarly contributions.</li> </ul>

Question 6a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of the Sangha.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• a simple account of the Sangha</li> <li>• narrative detail about the importance of the Sangha.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• the importance of the Sangha in the context of the Buddha</li> <li>• the role of the Sangha in relation to the Dhamma</li> <li>• the religious and social importance of the Sangha.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• evaluate the claim that the Sangha is the most important Refuge for Buddhist practice</li> <li>• comment on the evidence and reasons for the importance of the Sangha</li> <li>• consider alternative points of view</li> <li>• consider scholarly opinions.</li> </ul>

Question 6b (i)			
	(i)	If candidates examine one type of meditation they cannot normally proceed to Level 3.	(21)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-5	<i>Levels Descriptor</i>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of meditation.</li> </ul>	
2	6-10	<i>Levels Descriptor</i>	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• one type of meditation</li> <li>• a second type of meditation.</li> </ul>	
3	11-15	<i>Levels Descriptor</i>	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• key characteristics of one type of meditation</li> <li>• essential features of a second type</li> <li>• a simple account of their differences.</li> </ul>	
4	16-21	<i>Levels Descriptor</i>	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the key characteristics of two contrasting types of meditation</li> <li>• the distinctive contrasts typically between samatha and vipassana meditation</li> <li>• the relative significance of these types for Buddhist beliefs and practice</li> <li>• scholarly contributions.</li> </ul>	

Question 6b (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two features of the practice of meditation.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• a view of the importance of one type in terms of Buddhist belief</li> <li>• the idea that this type of meditation is important for Buddhist practice.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> <li>• the relative merits of these types of meditation</li> <li>• the impact of one of these on Buddhist wisdom</li> <li>• the influence of one of these on Buddhist practice.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may:</p> <ul style="list-style-type: none"> <li>• argue that one type of meditation is far more important than the other</li> <li>• discuss reasons such as links to the life of the Buddha and the enlightenment</li> <li>• comment on alternative points of view such as the diversity of purposes of meditation and that their importance is context-bound</li> <li>• debate scholarly opinions.</li> </ul>



## Christianity

Question Number		Indicative content
<b>7 (a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> <li>• of the Person and work of Jesus.</li> </ul>
<b>Level 2</b>	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> <li>• about some early people like Athanasius or Arius</li> <li>• or about some Councils such as Nicea.</li> </ul>
<b>Level 3</b>	11-15	Candidates are likely to be able to deal clearly with the different practices in a more systematic way: <ul style="list-style-type: none"> <li>• they may include a more detailed understanding of the controversies that led to the formulations of doctrine</li> <li>• they may be aware of differences within groupings of the Church</li> <li>• they may be aware of the resolutions of Councils.</li> </ul>
<b>Level 4</b>	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: <ul style="list-style-type: none"> <li>• present a more detailed analysis of argument from both sides, with possible mention of homoousios and homoiousios</li> <li>• discuss an understanding of the various issues of the problems surrounding the person of Jesus</li> <li>• show a coherent understanding of the controversy</li> <li>• debate modern Church teaching about the issue.</li> </ul>

Question Number		Indicative content
<b>7 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> <li>• about the resolution of the issue by Councils.</li> </ul>
<b>Level 2</b>	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> <li>• about the importance of who Jesus is but in a simple manner</li> <li>• about his significance today.</li> </ul>
<b>Level 3</b>	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> <li>• weigh up differing views about the Person and work of Jesus</li> <li>• debate whether the work is more significant than the Person</li> <li>• show a clear demonstration of significance today.</li> </ul>
<b>Level 4</b>	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> <li>• an analysis of the effect of the Councils' resolutions being felt today</li> <li>• reflections on modern Church teaching</li> <li>• considering alternative stances</li> <li>• reaching a justifiable conclusion today.</li> </ul>

Question Number		Indicative content
<b>7 (b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may present a basic account of : <ul style="list-style-type: none"> <li>the life and work of Jesus without linking this specifically to a historical and religious context.</li> </ul>
<b>Level 2</b>	6-10	Candidates may identify some key ideas about: <ul style="list-style-type: none"> <li>the background details for a context such as Nazi Germany or the Southern states of the USA</li> <li>those such as Bonhoeffer or Cone who wrote in these contexts.</li> </ul>
<b>Level 3</b>	11-15	Candidates are likely to be able to deal clearly with the different teachings in a more systematic way and may: <ul style="list-style-type: none"> <li>develop a clearer link between contexts and the people whose contribution they are evaluating</li> <li>make a link between the life and work of Jesus in this context</li> <li>make more reference to Bonhoeffer, Cone et al.</li> </ul>
<b>Level 4</b>	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> <li>the fact that Cone thought believers needed to become black ontologically</li> <li>the importance of grace in Bonhoeffer's teaching</li> <li>how their work has been developed.</li> </ul>

Question Number		Indicative content
<b>7 (b)</b>	<b>(ii)</b>	
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may present a simple argument and may: <ul style="list-style-type: none"> <li>offer simple comment on the relation between these teachings and Christian practice today.</li> </ul>
<b>Level 2</b>	3-4	Candidates may clarify a basic argument and may: <ul style="list-style-type: none"> <li>raise some of the difficulties inherent in the teachings of Gutierrez or Cone or Bonhoeffer</li> <li>suggest these teachings may be universally applicable today</li> <li>use opinions of modern scholars.</li> </ul>
<b>Level 3</b>	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> <li>include a much wider context of the significance for today</li> <li>see a much wider scope of implications</li> <li>deal in greater depth with a particular significance.</li> </ul>
<b>Level 4</b>	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> <li>presenting a more detailed understanding of Gutierrez et al.</li> <li>referring to subsequent development and with reference to scholarly opinion</li> <li>considering alternative stances</li> <li>reaching a justifiable conclusion.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> <li>• of what is meant by the term personal.</li> </ul>
<b>Level 2</b>	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> <li>• such as a consideration of what it means for God to be personal and how humans can be in relationship with him</li> <li>• they may refer to the work of Buber in a simple way.</li> </ul>
<b>Level 3</b>	11-15	Candidates are likely to be able to deal clearly with these beliefs in a more systematic way: <ul style="list-style-type: none"> <li>• they may be aware of different understandings</li> <li>• they may offer a clearer understanding of the problems of the word <i>person</i> in regard to God</li> <li>• they may deal more fully with Buber's I-Thou and I-It.</li> </ul>
<b>Level 4</b>	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: <ul style="list-style-type: none"> <li>• examine a detailed analysis of these issues</li> <li>• make reference to scholarly opinion such as of the unchanging nature of God (immutability)</li> <li>• deal with Buber's requirement of love to change</li> <li>• refer to modern Church teaching.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> <li>• about the love of God.</li> </ul>
<b>Level 2</b>	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> <li>• about the problem of whether the unchangeable can change.</li> </ul>
<b>Level 3</b>	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may deal with : <ul style="list-style-type: none"> <li>• the vulnerability of love</li> <li>• Patripassianism</li> <li>• the cry of dereliction from the cross</li> <li>• philosophical problems raised by such scholars as Plato or Anselm.</li> </ul>
<b>Level 4</b>	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> <li>• an analysis of the problem of the love of God in Christ and his suffering on the cross</li> <li>• effective use of scholarly debate and refer to Luther, Moltmann and <i>The Crucified God</i>.</li> <li>• dealing with problems of Patripassianism and relate it to a Monarchical view of the Trinity with its attendant difficulties</li> <li>• reaching a justifiable conclusion.</li> </ul>

Question Number		Indicative content
<b>8(b)</b>	<b>(i)</b>	<b>If candidates deal with only one sacrament or one Christian tradition then normally they cannot proceed to Level 3.</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may present a basic account of : <ul style="list-style-type: none"> <li>• some of the different forms of either baptism or the Eucharist.</li> </ul>
<b>Level 2</b>	6-10	Candidates may identify some key practices about : <ul style="list-style-type: none"> <li>• baptism as infant or believer's</li> <li>• the Eucharist.</li> </ul>
<b>Level 3</b>	11-15	Candidates are likely to be able to deal clearly with the different practices in a more systematic way and may examine: <ul style="list-style-type: none"> <li>• the difference between viewing the Eucharist as a sacrament and as a memorial</li> <li>• practices of immersion or sprinkling in baptism</li> <li>• differences within denominations or between them.</li> </ul>
<b>Level 4</b>	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: <ul style="list-style-type: none"> <li>• examine a detailed analysis of the differences in practices of baptism</li> <li>• show an understanding of Eucharist as offering of sacrifice or memorial</li> <li>• explain the use of technical terms in these sacraments</li> <li>• demonstrate differences both within denominations and between them.</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> <li>• about the practices of baptism or the Eucharist for different Churches.</li> </ul>
<b>Level 2</b>	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> <li>• about the meaning of some practices of baptism and Eucharist for different Churches in a simple manner.</li> </ul>
<b>Level 3</b>	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> <li>• weigh up the respect accorded to the elements of the Eucharist in relation to what is believed about them</li> <li>• evaluate the place of faith in the practice of baptism</li> <li>• debate whether differences of belief always tally with denominational lines.</li> </ul>
<b>Level 4</b>	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. They may evaluate: <ul style="list-style-type: none"> <li>• the different ways practices reflect belief</li> <li>• whether the sacraments are declaratory or efficacious</li> <li>• the use of the reserved sacrament for the sick, adoration and viaticum</li> <li>• alternative stances and reach a justifiable conclusion.</li> </ul>



## Hinduism

Question 9a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the Indus Valley culture.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• a few basic features of the Indus Valley culture</li> <li>• a simple version of Aryan influences.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• archaeological evidence</li> <li>• possible interpretations of the evidence</li> <li>• some difficulties of such interpretation.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• a range of key features of the Indus Valley culture and Aryan influences</li> <li>• the importance and significance of some features for understanding of this period</li> <li>• differences of opinion of the significance of various objects</li> <li>• scholarly contributions.</li> </ul>

Question 9a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two prominent features of this era.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• some views about the importance of a few objects</li> <li>• a simple version of possible influences.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• simple notions of various deities</li> <li>• possible ritual significance</li> <li>• the potential social implications from archaeological evidence.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on the view that this era represents the foundation of Hinduism</li> <li>• consider the support given to the influence of this period from a range of evidence</li> <li>• debate alternative positions including the notion that 'foundation' is unjustifiable</li> <li>• debate scholarly opinion.</li> </ul>

Question 9b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the Vedic period.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• some basic features of a Vedic deity</li> <li>• a simple description of another deity.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of Vedic deities</li> <li>• important themes linked to these deities</li> <li>• links with some basic Vedic beliefs.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of Vedic gods</li> <li>• the context of belief in these deities together with implications for practice</li> <li>• the significance of these deities for an understanding of the distinctive features of the Vedic period</li> <li>• debate scholarly contributions.</li> </ul>

Question 9b (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about these Vedic gods.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• a basic outline of the importance of one or two deities</li> <li>• a simple view of the implications of this outline.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• key beliefs associated with these gods</li> <li>• the importance of the scriptures linked to these deities</li> <li>• a basic view about the links between belief and action.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on the significance of the Vedas and their teachings about gods for the development of Hinduism</li> <li>• consider the influence of a type of polytheism on Hindu belief and practice</li> <li>• debate alternative views on the limited influence of this period and these gods</li> <li>• debate scholarly opinions.</li> </ul>

Question 10a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of yoga.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• key ideas about yoga</li> <li>• simple notions about liberation.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• some features of yoga and some of its benefits</li> <li>• yogic practice and its advantages</li> <li>• links between yoga and some beliefs about God and atman.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• key ways in which yoga is important for achieving liberation</li> <li>• context of beliefs and traditions influencing yoga's role in achieving liberation</li> <li>• important technical terms as used in this context such as prakriti and purusha</li> <li>• scholarly contributions.</li> </ul>

Question 10a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about yoga.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• some ideas about the links between yoga and the body</li> <li>• links between yoga and self control.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• links between yoga and breathing linked to mental control</li> <li>• teachings and practices that focus on physical improvement</li> <li>• a range of benefits from yoga.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on the view that yoga is best understood as a means of achieving physical fitness</li> <li>• evaluate the evidence and reasons for this claim</li> <li>• consider alternative views such as the notion that yoga is best understood as striving for union with God</li> <li>• debate scholarly opinions.</li> </ul>

Question 10b (i)

	(i)	If candidates examine one topic they normally cannot proceed to level 3.	(21)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-5	<i>Levels Descriptor</i>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of Siva.</li> </ul>	
2	6-10	<i>Levels Descriptor</i>	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• a few simple aspects of Siva</li> <li>• some simple notions about Sakti.</li> </ul>	
3	11-15	<i>Levels Descriptor</i>	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• key emphases of beliefs about Siva</li> <li>• important features associated with Sakti</li> <li>• selected narratives and sources linked to Siva.</li> </ul>	
4	16-21	<i>Levels Descriptor</i>	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• key beliefs associated with Siva and Sakti</li> <li>• key sources and terms associated with both figures</li> <li>• important contextual issues related to both figures</li> <li>• scholarly contributions.</li> </ul>	

Question 10b (ii)		
	(ii)	(9)
<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas linked to Siva.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• key practices linked to these figures</li> <li>• a simple view of links between these two figures.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• some beliefs about the links between the two figures</li> <li>• the importance of these links for devotees and their practices</li> <li>• implications of these beliefs and practices for devotees.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on the complexity of beliefs linked to both figures</li> <li>• debate notions about union between male/female and purusha/prakrt</li> <li>• consider some implications of the view that these are indissolubly one</li> <li>• debate scholarly opinions.</li> </ul>



## Islam

Question 11a (i)		
	(i)	If candidates examine fewer than three features they cannot normally proceed to level 3. <span style="float: right;">(21)</span>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of pre-Islamic Arabia.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• a basic overview of the religions in pre-Islamic Arabia</li> <li>• a simple summary of the historical features of this period.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• historical features such as tribal divisions</li> <li>• religious features such as types of polytheism</li> <li>• pilgrimages and sacred places.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• significant features of the historical context of Muhammad</li> <li>• key features of the religious context of Muhammad</li> <li>• the significance of Makkah</li> <li>• scholarly contributions.</li> </ul>

<b>Question 11a (ii)</b>			
	<b>(ii)</b>	If candidates comment on just one feature they cannot normally proceed to level 3. If they comment on more than two features, read all the material and credit the best two.	<b>(9)</b>
<b>Level</b>	<b>Mark</b>	<b>AO2</b>	
1	1-2	<i>Levels Descriptor</i>	
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas of this period.</li> </ul>	
2	3-4	<i>Levels Descriptor</i>	
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• an account of a few features of the work of Muhammad</li> <li>• the links between the religious context and Muhammad as Prophet.</li> </ul>	
3	5-6	<i>Levels Descriptor</i>	
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• Muhammad's work in relation to the various tribes and the beginnings of the 'ummah</li> <li>• Muhammad as Prophet in contrast to some earlier traditions</li> <li>• examples of Muhammad's rejection of some earlier practices and customs.</li> </ul>	
4	7-9	<i>Levels Descriptor</i>	
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on the significance of two of the selected features for understanding the work of Muhammad</li> <li>• consider the significance of revelation and the status of monotheism in Muhammad's message</li> <li>• comment on the unique contributions of Muhammad's work independent of its earlier context</li> <li>• debate scholarly opinions.</li> </ul>	

<b>Question 11b (i)</b>		
	<b>(i)</b>	If candidates examine just one topic they cannot normally proceed to level 3. <span style="float: right;"><b>(21)</b></span>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the life of Muhammad.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• the hijrah</li> <li>• the early stages of the Muslim community in al-Madinah.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of the hijrah</li> <li>• the beginnings of the Muslim community</li> <li>• political developments.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of the hijrah for understanding the significance of the life of Muhammad</li> <li>• the key issues and Muhammad's responses in al-Madinah</li> <li>• significant emphases during the establishment of the Muslim community</li> <li>• scholarly contributions.</li> </ul>

Question 11b (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about Muhammad.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• a summary of Muhammad's return to Makkah</li> <li>• a narrative account of Muhammad's final years.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• key features of Muhammad's return to Makkah</li> <li>• aspects of Muhammad as statesman and leader</li> <li>• key aspects of his final days.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on the context of Muhammad's return to Makkah and his final years for an understanding of Muhammad</li> <li>• consider Muhammad's authority given the supremacy of Islam in Arabia</li> <li>• comment on the distinctive emphases of this period for an understanding of Muhammad and the 'ummah</li> <li>• debate scholarly opinion.</li> </ul>

Question 12a (i)		
	(i)	(21)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features about life after death.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• some images associated with belief in life after death</li> <li>• some narrative material concerning this belief.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• some beliefs about resurrection</li> <li>• notions of judgement</li> <li>• features about paradise and hell.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the context and important emphases associated with beliefs about akhirah</li> <li>• prominent themes such as the status of Allah as Judge</li> <li>• implications such as the role of angels</li> <li>• scholarly contributions.</li> </ul>

Question 12a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about life after death.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• some views about the last judgement and reward</li> <li>• basic notions about punishment.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• key ideas about reward and punishment</li> <li>• basic ideas about implications for correct lifestyles</li> <li>• features in religious and moral behaviour that may lead to punishment.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on the implications for Muslim beliefs about reward and punishment</li> <li>• consider the theological basis for these beliefs</li> <li>• comment on ideas about predestination</li> <li>• scholarly opinion.</li> </ul>

<b>Question 12b (i)</b>		
	<b>(i)</b>	If candidates examine fewer than three bullet points they cannot normally proceed to level 3. <span style="float: right;"><b>(21)</b></span>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the Five Pillars.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• the shahada</li> <li>• the hajj.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of the shahada</li> <li>• important aspects of salat</li> <li>• major features of hajj.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the Five Pillars as a combination of profession of faith, ritual acts and social participation</li> <li>• the significance of the combination of these features</li> <li>• key terms in full detail</li> <li>• scholarly contributions.</li> </ul>

Question 12b (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about these Pillars.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• a possible challenge to a Pillar</li> <li>• a basic response to this challenge.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• some difficulties of putting one of these Pillars into practice</li> <li>• the success of meeting such a challenge</li> <li>• the practical implications of these issues.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on possible challenges to one or more of these Pillars and Muslim responses</li> <li>• consider the reasons for these challenges and evidence of the effectiveness of responses</li> <li>• comment on the relative seriousness of some possible challenges</li> <li>• debate scholarly opinion.</li> </ul>



<b>Question 13a (i)</b>		
	<b>(i)</b>	If candidates examine fewer than the three tasks they cannot normally proceed to level 3. <b>(21)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of one of the figures.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• a simple understanding of the religious context of Rashi</li> <li>• a basic overview of his teachings.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• the religious context of Rashi</li> <li>• the religious context of Halevi</li> <li>• the key teachings of a selected figure.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the key aspects of the religious context of both Rashi and Halevi</li> <li>• the fundamental teachings of one of these figures</li> <li>• the distinctive aspects of this context and teachings</li> <li>• scholarly contributions.</li> </ul>

Question 13a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two ideas about Halevi.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• Halevi's ideas about the chosen people and the Land of Israel</li> <li>• his views about prophecy.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> <li>• the contrasts between philosophy and prophecy</li> <li>• the central importance of belief about God working in history</li> <li>• the status given to revelation.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may:</p> <ul style="list-style-type: none"> <li>• comment on the importance of Halevi for Judaism</li> <li>• consider why some ideas and emphases are more influential than others</li> <li>• comment on the relative importance of Halevi across different Jewish schools</li> <li>• debate scholarly opinion.</li> </ul>

Question 13b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two facts about Maimonides.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• the thought of Maimonides in a basic manner</li> <li>• his life with a focus on his philosophical interests.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• a basic selection of the key teachings of Maimonides</li> <li>• philosophical influences on Maimonides</li> <li>• selected philosophical beliefs of Judaism.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• Maimonides' interest in the meaning of biblical words and negative attributes</li> <li>• his philosophical interest in theological beliefs, such as incorporeality</li> <li>• the ethical implications of his philosophical emphases</li> <li>• scholarly contributions.</li> </ul>

13b ii		
Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two ideas of Maimonides.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• a simple introduction to some works by Maimonides</li> <li>• a basic view about making Jewish beliefs understandable.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> <li>• the life and events of Maimonides with links to a wide range of people</li> <li>• the place of the Thirteen Principles in Jewish belief and practice</li> <li>• the view that the many styles in the Bible need to be understood allusively and not literally.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may:</p> <ul style="list-style-type: none"> <li>• comment on the claim that Maimonides showed Jewish beliefs were understandable and coherent</li> <li>• consider a technique used by Maimonides that anthropomorphic aspects could be made understandable by the use of reason</li> <li>• discuss an alternative stance whereby a Gentile may not understand some Jewish beliefs because of their distinctive Jewish context</li> <li>• debate scholarly opinion.</li> </ul>

Question 14a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of Orthodox Judaism.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• some key ideas within Orthodox Judaism</li> <li>• a few practices within this tradition.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of the Torah</li> <li>• the value given to the chosen people and their distinctive identity</li> <li>• some basic views about tradition.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of tradition within Orthodox Judaism</li> <li>• the reasons why tradition is so significant</li> <li>• the importance of links with authority and Jewish identity</li> <li>• scholarly contributions.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two ideas of Orthodox Judaism.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• a basic account of some controversies in relation to Orthodox Judaism</li> <li>• a simple overview of relations between Orthodoxy and Reform Judaism.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> <li>• some differences between Orthodox Judaism and one or more other Jewish traditions</li> <li>• some ideas associated with modernity in this context</li> <li>• reasons why Orthodoxy is critical of modernity.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may:</p> <ul style="list-style-type: none"> <li>• comment on the view that Orthodox Judaism is unfairly critical of modernity and its values</li> <li>• consider the reasons and evidence for this level of criticism</li> <li>• comment on the specific claim that Orthodoxy is unfairly critical noting there are different Orthodox stances in different countries</li> <li>• debate scholarly opinion.</li> </ul>

Question 14b (i)		
	(i)	If candidates examine fewer than three issues they cannot normally proceed to level 3. (21)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-5	<i>Levels Descriptor</i>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of Reform Judaism.</li> </ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> <li>• a few basic features of Reform Judaism</li> <li>• a simple response to the role of women within Reform Judaism.</li> </ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> <li>• different emphases in the home and social practices</li> <li>• the position of Reform in Israel</li> <li>• the role of gays and lesbians in the synagogue.</li> </ul>
4	16-21	<i>Levels Descriptor</i>
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> <li>• the 1999 Pittsburgh Platform and movement towards tradition</li> <li>• the rights of Reform followers in Israel</li> <li>• gender issues</li> <li>• scholarly contributions.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas within Reform Judaism.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> <li>• key emphases within Reform Judaism</li> <li>• different views within Reform towards Orthodoxy.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> <li>• links between Reform and Liberal Judaism</li> <li>• different views about outreach activities</li> <li>• different views on mitzvot.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> <li>• comment on the controversies arising from the 1999 Pittsburgh Platform</li> <li>• consider the differences between inreach-outreach linked to Reform</li> <li>• comment on the strengths and weaknesses of the various differences within Reform</li> <li>• debate scholarly opinion.</li> </ul>



## Sikhism

Question Number		Indicative content
<b>15 (a)</b>	<b>(i)</b>	<b>(21)</b>
<b>Indicative content.</b> <b><u>Answers which do not address both contexts cannot proceed beyond level two.</u></b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• the impact of the religious extremism of the later Mughal Empire.</li> </ul>
<b>Level 2</b>	6-10	Candidates may identify some relevant information showing a basic awareness of background ideas and practices. Candidates may give an account of: <ul style="list-style-type: none"> <li>• the religious policies of Aurangzeb</li> <li>• the martyrdom of Guru Tegh Bahadur.</li> </ul>
<b>Level 3</b>	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure about background factors. Candidates may examine: <ul style="list-style-type: none"> <li>• the hostility of Hindu hill rajas to his anti-caste drive</li> <li>• the creation of the Khalsa</li> <li>• the persecution felt by Shias and Sufis.</li> </ul>
<b>Level 4</b>	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on the context in which the Guru lived. Candidates may examine: <ul style="list-style-type: none"> <li>• the literary output of the darbar made redundant by Aurangzeb and employed by the Guru</li> <li>• the end of a line of human Gurus</li> <li>• the disintegration of central Mughal rule</li> <li>• the creation of a people's army, the Khalsa.</li> </ul>

Question Number		Indicative content
<b>15 (a)</b>	<b>(ii)</b>	<b>(9)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may present a simple, descriptive response. Candidates may present the fact that: <ul style="list-style-type: none"> <li>• he created the Khalsa.</li> </ul>
<b>Level 2</b>	3-4	Candidates may show a partial awareness of evidence, making a limited argument. Candidates may put forward: <ul style="list-style-type: none"> <li>• ending the line of human Gurus</li> <li>• finalising the text of the Guru Granth Sahib.</li> </ul>
<b>Level 3</b>	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons to consider the importance of Guru Gobind Singh. Candidates may highlight: <ul style="list-style-type: none"> <li>• the argument that the same spirit was in every Guru and therefore they are all equally important</li> <li>• the argument that every Guru made a different and equal contribution to the Sikh way of life</li> <li>• the argument that he is unimportant in comparison to Guru Nanak who started Sikh teachings and practices.</li> </ul>
<b>Level 4</b>	7-9	Candidates are likely to display explicit evidence focused on the importance of Guru Gobind Singh. Candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that he: <ul style="list-style-type: none"> <li>• created the Khalsa</li> <li>• changed the method of initiation into the Sikh community</li> <li>• finalised the text of the Guru Granth Sahib</li> <li>• did not contribute to the text of the Guru Granth Sahib.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(i)</b>	(21)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• how the Guru Granth Sahib is used in the gurdwara.</li> </ul>
<b>Level 2</b>	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the authority of the Guru Granth Sahib. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• the process of taking hukam or vaak from it</li> <li>• its definitive role in resolving doctrinal issues.</li> </ul>
<b>Level 3</b>	11-15	<p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the function of the Guru Granth Sahib in ceremonies</li> <li>• the importance of the Guru Granth Sahib as the arbiter of correct practice</li> <li>• the authority of the Guru Granth Sahib as the living Guru.</li> </ul>
<b>Level 4</b>	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on the ideas of 'authority', 'role' and 'importance'. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• its importance in bringing Sikhs together</li> <li>• how accepting its final authority is a distinguishing feature of Sikhism</li> <li>• its importance as the living Guru</li> <li>• its role in nagar kirtan as the leader of the Sikh community.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(ii)</b>	(9)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may present a simple, descriptive response. Candidates may argue that: <ul style="list-style-type: none"> <li>• it has been authenticated by Guru Gobind Singh.</li> </ul>
<b>Level 2</b>	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast: <ul style="list-style-type: none"> <li>• the carefully regulated printing of the Guru Granth Sahib, with</li> <li>• ongoing controversies such as the authorship of the ragmala.</li> </ul>
<b>Level 3</b>	5-6	Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language. Candidates may examine: <ul style="list-style-type: none"> <li>• the argument that the echo of phrases from Guru to Guru demonstrates that they had access to the collected writing of predecessors</li> <li>• the problem of variant texts</li> <li>• the status of the text as a living Guru.</li> </ul>
<b>Level 4</b>	7-9	Candidates present explicit argument. Candidates demonstrate careful analysis of alternative views supported by reasoned argument. Candidates may examine: <ul style="list-style-type: none"> <li>• what 'convincing' means in this context</li> <li>• internal evidence concerning the status of the text</li> <li>• the distinction, if any, between 'revealed' and 'spiritually inspired' texts</li> <li>• debates about the process of compilation.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(i)</b>	(21)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may present a limited and unstructured account. They may describe: <ul style="list-style-type: none"> <li>• meditational practices.</li> </ul>
<b>Level 2</b>	6-10	Candidates may identify some relevant information showing a basic awareness of the importance of devotion. Candidates may give an account of: <ul style="list-style-type: none"> <li>• use of mantras</li> <li>• listening to hymns.</li> </ul>
<b>Level 3</b>	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure across the scope of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• daily prayers</li> <li>• the different media through which kirtan may be listened to</li> <li>• other forms of devotion such as service.</li> </ul>
<b>Level 4</b>	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on ways in which devotion is shown. Candidates may examine: <ul style="list-style-type: none"> <li>• devotion as singing, and listening to, the praises of God</li> <li>• devotion as meditation to purify desires</li> <li>• devotion through use of mantras</li> <li>• devotion as discussion about God in order to apply teaching.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(ii)</b>	<b>(9)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	<p>Candidates may present a basic argument for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view such as:</p> <ul style="list-style-type: none"> <li>the Khalsa promise to recite daily prayers.</li> </ul>
<b>Level 2</b>	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> <li>the set times of the daily prayers with</li> <li>the teaching that a person should stay in the remembrance of God all the time.</li> </ul>
<b>Level 3</b>	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to argue that Sikh worship involves more than performance of nam simran. Candidates may consider:</p> <ul style="list-style-type: none"> <li>the importance of worship in congregation</li> <li>service as a form of worship</li> <li>purifying the desires of the self as a form of worship.</li> </ul>
<b>Level 4</b>	7-9	<p>Candidates are likely to display explicit evidence of argument focused on an appraisal of the importance of nam simran as a form of worship. Candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>it promotes remembrance of God</li> <li>it is a form of praising God</li> <li>turning from haumai as the most important form of worship</li> <li>Sikh teaching states that God cannot be controlled through mantras and therefore their use reflects non-Sikh traditions.</li> </ul>

Question Number		Indicative content
<b>16 (b)</b>	<b>(i)</b>	(21)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> <li>wearing the Five Ks.</li> </ul>
<b>Level 2</b>	6-10	Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> <li>performing Nit Nem</li> <li>giving daswand to charity.</li> </ul>
<b>Level 3</b>	11-15	Candidates may provide a range of accurate and relevant knowledge, highlighting some main ideas and using some technical terms focusing on the demands of the question. Candidates may examine: <ul style="list-style-type: none"> <li>specified actions to improve the condition of women, such as the ban on women wearing full face veil in a gurdwara</li> <li>ignoring caste distinctions</li> <li>worshipping only One God and none other.</li> </ul>
<b>Level 4</b>	16-21	Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> <li>performance of personal obligations, such as nam simran</li> <li>volunteering in the gurdwara</li> <li>fulfilment of national obligations, such as learning to read Gurmukhi</li> <li>following decisions of the Khalsa commonwealth providing the correct procedures have been followed.</li> </ul>

Question Number		Indicative content
<b>16 (b)</b>	<b>(ii)</b>	<b>(9)</b>
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-2	<p>Candidates may present a simple, descriptive response. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• Sikhs are associated with the Five Ks.</li> </ul>
<b>Level 2</b>	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> <li>• the idea that the Khalsa must follow a code of conduct with</li> <li>• the teachings of the Guru Granth Sahib regarding a universal, emotional discipline.</li> </ul>
<b>Level 3</b>	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view that the Khalsa is the focus of identity and discipline for Sikhs. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>• a Sikh is a disciple who follows the example of their Guru. As the final human Guru joined the Khalsa, so should all Sikhs</li> <li>• the Khalsa is regarded as the form of the Guru</li> <li>• Sikhs adopt elements of the Khalsa form, such as the kara.</li> </ul>



<b>Level 4</b>	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the distinction between 'identity' and 'discipline'. They are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"><li>• the Khalsa is important for Sikh identity</li><li>• the Guru Granth Sahib is more important than the Khalsa for Sikh discipline</li><li>• the Khalsa, as a collective, the Panth, enjoys the status of Guru</li><li>• the rules governing the Khalsa are out of date.</li></ul>
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## New Testament

Question Number		Indicative content
<b>17 (a)</b>	<b>(i)</b>	
<b>Indicative content If candidates examine only one saying they cannot usually proceed beyond level two.</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings Jesus' encounter with outcasts, for example, Zacchaeus, whilst for the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.</li> </ul>
<b>Level 2</b>	6-10	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to show a basic awareness of issues such as the nature of social exclusion at that time, illustrated by a simple reference to a parable or block of teaching;</li> <li>for the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus' ministry, but they are likely still to rely on re-telling the textual narrative.</li> </ul>
<b>Level 3</b>	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed for attitudes in Jewish society at the time and how Jesus addressed them using parables and blocks of teaching in a more developed manner;</li> <li>candidates may make reference to the Parable of the Good Samaritan or Jesus' anointing by a 'sinful' woman;</li> <li>for the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.</li> </ul>
<b>Level 4</b>	16-21	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates may refer to a wider range of episodes, such as Jesus' association with tax collectors, and healing of lepers;</li> <li>they may consider wider issues of spiritual purity and impurity;</li> <li>for the Fourth Gospel, they may consider the relationship of these sayings to others in the gospel;</li> </ul>

		<ul style="list-style-type: none"> <li>they may consider how they relate to wider issues such as discipleship and trust in Jesus.</li> </ul>
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Question Number		Indicative content
<b>17 (a)</b>	<b>(ii)</b>	<b>(9)</b>
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to offer confessional teaching, but it will typically lack depth and useful comment, whilst for the Fourth Gospel, candidates may discuss the context of the sayings with little or no reference to background or the views of scholars.</li> </ul>
<b>Level 2</b>	3-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider themselves superior because of their religious or social status;</li> <li>for the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication that he has come to replace Judaism and its promises.</li> </ul>
<b>Level 3</b>	5-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to the Jewish religious authorities regarding their attitude to outcasts;</li> <li>for the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy, criticism of the authorities, use of the Old Testament and replacement theology;</li> <li>for both gospels, candidates may consider how Jesus' hearers reacted to these teachings/sayings.</li> </ul>
<b>Level 4</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>views of scholars are likely to be used with confidence;</li> <li>candidates may highlight how Jesus fulfils scripture and prophecy;</li> <li>they may consider how the early church responded to these teachings/sayings;</li> <li>they may consider the relevance of these teachings/sayings to modern Christians.</li> </ul>

Question Number		Indicative content
<b>17 (b)</b>	<b>(i)</b>	(21)
<b>Indicative content If candidates examine only one miracle/sign they cannot usually proceed beyond level two.</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether or why they add little or much to his ministry.</li> </ul>
<b>Level 2</b>	6-10	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may typically display a basic evaluation of these miracles, but they are likely still to have failed to draw out the full implications of their role in Jesus' ministry;</li> <li>• they may make reference to other miracles/signs in the appropriate gospel.</li> </ul>
<b>Level 3</b>	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may typically show a greater awareness of the role of miracles in Jesus' ministry, perhaps by reference to their Christological nature;</li> <li>• they may increasingly draw on material from elsewhere in the gospel;</li> <li>• some suggestions may be made as to how far Jesus' miracles distinguished him from other Jewish charismatics, such as Honi the Circle Drawer.</li> </ul>
<b>Level 4</b>	16-21	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to offer some clear understanding of the role of miracles and their significance in his ministry overall;</li> <li>• they may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles are used in conflict scenes in the gospels;</li> <li>• use of scholars and background knowledge is likely to be confident;</li> <li>• balanced evaluation of the claim is likely to be evident.</li> </ul>

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

Question Number		Indicative content
<b>18(a)</b>	<b>(i)</b>	<b>(21)</b>
<b>Indicative content If candidates examine only one conversation they cannot usually proceed beyond level two.</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to re-tell the narratives relating to the incidents, for example, for Luke, a basic account of a Sabbath healing miracle or for the Fourth Gospel, some basic reference to details of these encounters. Errors or confusions in the narrative re-telling may be evident.</li> </ul>
<b>Level 2</b>	6-10	<p>At this level:</p> <ul style="list-style-type: none"> <li>• a basic awareness of the significance of the textual narrative may emerge possibly including some awareness of how this teaching/these conversations fit into the context of Judaism at the time;</li> <li>• for the Fourth Gospel, candidates may tackle one conversation only, or fail to grasp the meaning of both. Some inaccuracies may be evident.</li> </ul>
<b>Level 3</b>	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates should typically refer to textual narrative and examples of Sabbath incidents without relying on re-telling;</li> <li>• the views of scholars are likely to be evident at this level;</li> <li>• for the Fourth Gospel, candidates are likely to show accurate knowledge and understanding of both episodes and to put them in the context of Jesus' wider dealings with women in the gospel.</li> </ul>
<b>Level 4</b>	16-21	<p>At this level:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates are likely to highlight important teachings and examples, and to extract something of their implications for Jesus' ministry;</li> <li>• they are likely to be able to build on the evidence of the whole gospel;</li> <li>• for the Fourth Gospel, candidates are likely to show a clear and full understanding of both episodes in the context of the whole gospel and to deal with important issues which arise from them;</li> <li>• some accurate knowledge of the status of women at this time is likely to distinguish candidates at this level.</li> </ul>

Question Number		Indicative content
<b>18 (a)</b>	<b>(ii)</b>	(9)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to offer a simple discussion of the importance of the Sabbath or the role of women but without a clear understanding of its context in the teaching of Jesus. They may rely on unsubstantiated generalisations.</li> </ul>
<b>Level 2</b>	3-4	At this level: <ul style="list-style-type: none"> <li>• for Luke, candidates are likely to evaluate basic teaching and make some reference to the views of Judaism;</li> <li>• for the Fourth Gospel, candidates are likely to attempt a basic evaluation of women's roles in Judaism, but may still make some errors and generalisations.</li> </ul>
<b>Level 3</b>	5-6	At this level: <ul style="list-style-type: none"> <li>• it is likely that candidates will begin to draw out the significance of 'vital';</li> <li>• for Luke, candidates are likely to make some evaluation of Jesus' teaching compared with that of Judaism, highlighting some similarities and differences;</li> <li>• for the Fourth Gospel, they are likely to offer a range of viewpoints, drawing on the evidence of the gospel as well as the two named incidents.</li> </ul>
<b>Level 4</b>	7-9	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to include an extended evaluation of Jesus' teaching or the conversations, without re-telling of narrative, repetition of material from (i) or generalisation;</li> <li>• some fuller understanding of OT background and Jewish context is likely to be evident;</li> <li>• scholarly views are likely to emerge;</li> <li>• candidates are likely to give a balanced response to the question, suggesting how far they consider these teachings/episodes 'vital' in relation to the gospel as a whole, to Jesus' hearers, the early church, or Christians today.</li> </ul>

Question Number		Indicative content
<b>18 (b)</b>	<b>(i)</b>	(21)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to rely on a simple re-telling of one or more basic teachings concerning discipleship or the role of the disciples in the gospels.</li> </ul>
<b>Level 2</b>	6-10	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to show a greater awareness of issues such as following Jesus, commitment and the dangers of discipleship;</li> <li>• they may just tackle one issue, but at greater depth, though some may still rely on re-telling the narrative.</li> </ul>
<b>Level 3</b>	11-15	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to provide some specific examples of teaching, such as calling narratives, warnings about persecution, and the disciples' mission to the world;</li> <li>• for the Fourth Gospel, reference to the teaching of the Farewell Discourses may be evident;</li> <li>• some understanding of the relationship of this material to the whole gospel may be evident as well as the views of scholars.</li> </ul>
<b>Level 4</b>	16-21	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to highlight several issues relating to discipleship, drawing on teaching, parables and episodes;</li> <li>• examples of named disciples may be employed;</li> <li>• important issues such as witness, new life, the spirit and dependency on Jesus are likely to emerge;</li> <li>• there is likely to be little or no re-telling of the textual narrative.</li> </ul>



Question Number		Indicative content
<b>18 (b)</b>	<b>(ii)</b>	(9)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>it is likely that candidates may make some simple narrative reference to the Holy Spirit in the gospel.</li> </ul>
<b>Level 2</b>	3-4	<p>At this level candidates are likely to show a greater awareness of the role of the Holy Spirit:</p> <ul style="list-style-type: none"> <li>For Luke, candidates may make reference to the descent of the Spirit at Jesus' baptism;</li> <li>for the Fourth Gospel, candidates may refer to the indwelling of the Spirit during Jesus' ministry, as witnessed by John the Baptist.</li> </ul>
<b>Level 3</b>	5-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>candidates are likely to show some understanding of the role of the Holy Spirit in relation to the Old Testament and the power of Jesus;</li> <li>for Luke, reference may be made to the sermon in the synagogue at Nazareth;</li> <li>for the Fourth Gospel, candidates may allude to the sending of the Paraclete.</li> </ul>
<b>Level 4</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>candidates are likely to draw a conclusion about the relative importance of the Holy Spirit to Jesus' ministry;</li> <li>for Luke, they may refer to Jesus' sending out of the 70/72;</li> <li>they may refer to the continuing importance of the Spirit after Jesus' death and in the early church;</li> <li>for the Fourth Gospel, they may consider the use of water as a symbol for the Spirit.</li> </ul>





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