



Mark Scheme (Results)

Summer 2017

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.

Unit 1: Foundations

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

Assessing Quality of Written Communication

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

Assessment Objective 1

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

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

2	<p>Mainly relevant and accurate information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 6 marks most information presented is relevant to the task and accurate; limited in scope; organised sufficiently to show an implicit awareness of the issue; expressed with limited clarity</p> <p>Mid Level 2: 7-8 marks relevant and accurate information organised to show some awareness of the issue raised; with sufficient scope to show recognition of the breadth of the task; expressed simply and with some clarity</p> <p>High Level 2: 9-10 marks a simple structure in which appropriate information is organised; leading to a clear though basic awareness of the issue raised; expressed clearly</p>	6-10
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 3: 11 marks sufficient accurate and relevant knowledge to show a sound awareness of the issue; information organised to present a clear structure; some key features identified; reference to some key ideas and concepts; expressed clearly using technical terms occasionally</p> <p>Mid Level 3: 12-13 marks breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features identified with some elaboration; showing understanding of some key ideas and concepts; expressed clearly and accurately using technical terms</p>	11-15

	<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)	Candidates may refer to one or more versions of the design argument and typically may refer to scholars such as Aquinas, Hick, Hume, Paley, Swinburne and Tennant.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two examples of order. 	
2	6-10	Levels Descriptor	
		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"> • order in the universe • the conclusion about the existence of God. 	
3	11-15	Levels Descriptor	
		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"> • evidence concerning a general pattern of order in the universe • key stages in the argument • the conclusion about the type of God associated with the design argument. 	
4	16-21	Levels Descriptor	
		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"> • the type of evidence showing a general pattern of order in the universe • key stages in the argument including use of analogy • coherence in the argument leading to the conclusion about God the Designer • scholarly contributions. 	

Question 1a (ii)			
	(ii)	Candidates may refer to one or more versions of the design argument. Some may support the claim that it is difficult to justify and others may disagree. These stances are creditworthy provided the question is addressed.	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two problems associated with the design argument.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • different views about order; • problems linked to belief in God as designer.
3	5-6	Levels Descriptor
		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"> • examples of disorder; • one or two strengths of the argument; • weaknesses about the conclusion concerning the existence of God.
4	7-9	Levels Descriptor
		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"> • alternative views about order and reasoning about the existence of God; • attempts to justify the design argument and developments to strengthen the argument; • the merits or otherwise of the claim that the argument is difficult to justify; • scholarly contributions.

Question 1b (i)			
	(i)	Candidates may examine one or more versions of the cosmological argument and various scholars such as Aquinas, Copleston, Craig, Hick, Leibniz and Swinburne.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two simple features about the cosmological argument. 	
2	6-10	Levels Descriptor	
		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"> • some examples of cause and effect; • a basic notion of God as uncaused. 	
3	11-15	Levels Descriptor	
		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"> • ideas about movement and causation in this context; • evidence of these features; • the implications for the argument for the existence of God. 	
4	16-21	Levels Descriptor	
		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"> • the application of the principle of sufficient reason to the cosmological argument; • notions that the universe is not self-explanatory and implications for ideas about an uncaused Cause and an unmoved Mover; • ideas about empirical evidence, infinite regress and necessary existence; • the coherence between the stages of these types of argument and the existence of God. 	

Question 1b (ii)			
	(ii)	Candidates may consider one or more scholarly critiques of the cosmological argument. They may accept the claim or reject it.	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two strengths of the argument.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • the advantages of empirical support; • the explanatory force of the argument.
3	5-6	Levels Descriptor
		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"> • the explanatory force of the argument; • potential problems such as different interpretations; • ways of addressing problems.
4	7-9	Levels Descriptor
		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"> • evidence and reasons to support that this is credible; • alternative views and their strengths; • arguments against the weaknesses; • scholarly contributions.

Question 2a (i)			
	(i)	In order to proceed to level 3 candidates must answer both parts of the question (problem + solution). If they present more than one solution, read all the material and credit the best one. The exemplars may come from any religious tradition.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • a simple account of the problem of suffering. 	
2	6-10	Levels Descriptor	
		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"> • one or two basic ideas about the problem of suffering; • a simple account of a solution. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may present: <ul style="list-style-type: none"> • an analysis of key terms; • a clear account of why suffering may be seen as a problem for religious belief; • a summary of one solution. 	
4	16-21	Levels Descriptor	
		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"> • a range of ideas whereby suffering is interpreted as a problem for religious belief; • the key concepts associated with one solution; • the strengths and justification of the solution; • scholarly contributions. 	

Question 2a (ii)			
	(ii)	Candidates may draw on additional solutions as a way of answering this part. Candidates may agree or not with the view in the question.	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two problems with a solution to suffering.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • the strength of the evidence of suffering as a problem; • key problems regarding a proposed solution.
3	5-6	Levels Descriptor
		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"> • significant problems related to the solution presented in part (i); • problems facing additional solutions to suffering; • attempts to answer these problems.
4	7-9	Levels Descriptor
		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"> • reasons why the problem of suffering is an unresolved problem to religious belief; • the strength and weaknesses of one or more solutions to the problem of suffering; • attempts to resolve problems of these solutions and how successful these may be; • scholarly contributions.

Question 2b (i)			
	(i)	If candidates examine fewer than two definitions and two reasons they normally cannot proceed to level 3. If they examine more than two read all the material and credit the best two.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two terms associated with miracles. 	
2	6-10	Levels Descriptor	
		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"> • a basic idea linked to miracles; • a simple reason to believe in miracles. 	
3	11-15	Levels Descriptor	
		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"> • definitions including a law of nature and how a miracle may relate to a transgression; • beliefs about acts of God as an explanation for miracles; • importance of evidence and its use as a reason. 	
4	16-21	Levels Descriptor	
		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"> • two concepts/definitions of miracles; • two reasons to believe in miracles such as the strength of testimony and its coherence within a belief system; • the influence of these definitions and reasons on the strengths or otherwise of belief in miracles; • scholarly contributions. 	

Question 2b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about weaknesses of miracles.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • a problem about belief in miracles; • an issue about the nature of God associated with miracles.
3	5-6	Levels Descriptor
		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"> • the links between belief in miracles and the context of the religious tradition; • issues about a God acting in some situations but not others; • issues about the possible limitations of God.
4	7-9	Levels Descriptor
		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"> • questionable implications of the acceptance of miracles; • ideas linked to the notion of belief in God who is unworthy of respect; • alternative views about the nature of God in the context of miracles; • scholarly debates.

Ethics

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

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

Question Number		Indicative content
3 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates are likely to demonstrate little understanding of the issue raised by the question and what it means for morality to be independent of religion: <ul style="list-style-type: none"> • they may make simple reference to the view that it is possible for atheists to be moral.
Level 2	6-10	At this level candidates may identify simple but accurate reasons to explain the view: <ul style="list-style-type: none"> • they may consider the role of moral teaching derived from upbringing; • they may offer the view that religious morality may not appear to be relevant to everyone.
Level 3	11-15	At this level, candidates are likely to demonstrate a clear understanding of the possible reasons why morality may be independent of religion: <ul style="list-style-type: none"> • they may refer to the need for humans to be guided in moral decision making; • they may refer to the role of society in moral education; • they may allude to problems raised by fundamentalist approaches to religious morality.
Level 4	16-21	At this level candidates are likely to be able to identify a significant range of reasons why morality may be independent of morality: <ul style="list-style-type: none"> • they may discuss different ways of understanding the relationship between religion and morality; • they may give relevant and well explained examples of problems arising from how religious morality is applied; • they may suggest ways in which secular morality has proved more persuasive; • they may include reference to other scholars and thinkers such as Richard Dawkins, Bertrand Russell or Christopher Hitchens.

Question Number		Indicative content
3 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to struggle to raise any new material and are likely to rely on a simple statement regarding whether morality needs to be derived from religion.
Level 2	3-4	<p>At this level candidates may raise one or more simple reasons to explain why argument in favour of the independency of morality on religion may be challenged or may be remain persuasive:</p> <ul style="list-style-type: none"> • they may refer to the claim that secular morality is evolving; • they may suggest that religious morality is not relevant to most people.
Level 3	5-6	<p>At this level candidates may develop these reasons further:</p> <ul style="list-style-type: none"> • they may consider problematic examples of secular morality; • they may offer arguments in favour of the view that morality is derived from religion; • they may include the work of scholars, such as F C Copleston, to support this view.
Level 4	7-9	<p>At this level it is likely that candidates will have recognised the implications of the question for morality:</p> <ul style="list-style-type: none"> • they may suggest that there are serious flaws with some expressions of both secular and religious morality and include well-chosen examples; • they may offer further arguments in favour of the independency of morality from religion; • they are likely to evaluate some of the arguments in support of religious morality; • a balanced conclusion is likely to be drawn.

Question Number		Indicative content
4(a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, candidates are likely to address a very limited range of concepts associated with pacifism: <ul style="list-style-type: none"> • they may rely on a simple statement regarding Jesus' teaching on the Sermon on the Mount.
Level 2	6-10	Candidates at this level are likely to refer to a narrow range of concepts associated with pacifism: <ul style="list-style-type: none"> • they may consider reasons why violent conflict is considered wrong, e.g., causing suffering, not in the spirit of Christian love; • they may identify more than one form of pacifism, e.g., nuclear or absolute pacifism.
Level 3	11-15	Candidates at this level are likely to show a good understanding of a range of approaches to pacifism: <ul style="list-style-type: none"> • they may refer to a wider range of pacifist principles, e.g. humanitarian or economic support for pacifism; • candidates may show some understanding of how attitudes to pacifism have changed over the centuries; • they may allude to well known pacifists, such as Martin Luther King.
Level 4	16-21	At this level candidates are likely to be able to deal confidently with a range of issues associated with pacifism: <ul style="list-style-type: none"> • they are likely to have a secure knowledge of at least several reasons why people may adopt a pacifist position; • 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; • some examples of individuals or groups may be appropriately applied; • some assessment of the value of pacifism may be offered at this level.

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

Question Number		Indicative content
4 (b)	(i)	f a candidate only deals with one dilemma, they cannot normally proceed beyond Level 2. If more than two, read all and credit the best material.
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level: <ul style="list-style-type: none"> • candidates may present a simple case study or narrative description of a dilemma in sexual ethics.
Level 2	6-10	At this level candidates are likely to identify one or more issues in sexual ethics: <ul style="list-style-type: none"> • narrative and/or case study may still be evident; • some attempt may be made at identifying the broader; question and may identify one or more specific problems for morality raised by sexual ethics.
Level 3	11-15	At this level: <ul style="list-style-type: none"> • candidates' use of narrative and/or case study is likely to be illustrative rather than anecdotal; • they are likely to be able to comment on the various positions which may be offered regarding dilemmas in sexual ethics, identifying how they are raise moral problems; • some reference to scholarly principles and contributions may be made.
Level 4	16-21	At this level, candidates will typically avoid basic case study, and deal with the problems raised by two dilemmas in a scholarly manner. <ul style="list-style-type: none"> • they may consider the contribution of sacred texts and other religious authorities to categorising moral problems in sexual ethics; • the role of conscience, faith and obedience to a religious way of life and how they increase moral dilemmas may be considered; • specific problems of particular dilemmas in contemporary society may be clearly addressed; • candidates are likely to be able to distinguish clearly between 'problems' and 'dilemmas'.

Question Number		Indicative content
4 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to make a simple claim about the difficulties which arise in solving dilemmas in sexual ethics with little understanding of the value of religious belief.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may offer one or more examples of religious responses to dilemmas in sexual ethics and indicate whether they are confusing; • some case study material may be used to support their answer. Some repetition from (i) may be evident.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> • they are likely to show a clear understanding of the concept of causing confusion in moral decision making; • they may show some understanding of the implications of the appeal to religious beliefs in the modern world; • they may make specific reference to religious teaching or to ethical theory as means of resolving these dilemmas.
Level 4	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"> • they are likely to offer a balanced argument taking into account the strengths and weaknesses of the claim; • they may offer one or more religious solutions to a relevant dilemma or dilemmas; • some reference to scholars may be evident; • at this level candidates will offer a mature evaluation of the issue.

Buddhism

Question 5a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two episodes from the life of the Buddha.
2	6-10	Levels Descriptor
		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"> • basic historical information such as dating about 2500 years ago; • simple geographical material about northern India.
3	11-15	Levels Descriptor
		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"> • features of Vedic culture; • status of priests and development of caste systems; • beliefs about Brahman.
4	16-21	Levels Descriptor
		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"> • changes from Vedic systems; • development of shramana movements; • growing influence of Jainism; • scholarly contributions.

Question 5a (ii)		
	(ii)	Indicative content_
		<u>Answers which do not address both parts of the question cannot normally proceed beyond level two.</u>
		(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two reactions of the Buddha to his religious background.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • account of some of the sights of the Buddha; • a simple account of the enlightenment.
3	5-6	Levels Descriptor
		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"> • the four sights and Vedic ideas about causes of suffering; • the Buddha's rejection of asceticism; • in the enlightenment the beliefs about Brahman and atman do not figure.
4	7-9	Levels Descriptor
		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"> • argue that the Buddha responded to these changes in a complexity of ways, including rejection and adaptation; • meditation after the sights and some Hindu emphases on meditation compared to the Buddha's distinctive way; • consider that the Middle Way is a transcendental method not limited to any historical context; • scholarly opinions.

Question 5b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • a feature of the Buddha's enlightenment.
2	6-10	Levels Descriptor
		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"> • the sights leading up to the enlightenment; • the temptations of Mara.
3	11-15	Levels Descriptor
		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"> • the context of the enlightenment; • a way of dealing with the problem of suffering; • the beginnings of the Sangha.
4	16-21	Levels Descriptor
		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"> • the view that the enlightenment was the turning point in terms of liberation from dukkha; • a turning point related to the transition of the bodhisattva becoming the Buddha; • the influence on the rest of the life of the Buddha such as the role of the dhamma; • scholarly contributions.

Question 5b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> the type of meditation used in the enlightenment.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> attempts to make sense of the key stages in the enlightenment; the emphasis on new teachings.
3	5-6	Levels Descriptor
		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"> features of the success of the enlightenment and subsequent opposition; possible problems related to the role of the Buddha compared to the authority of the Brahmin.
4	7-9	Levels Descriptor
		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"> discuss the possible problems about the Buddha as a human being and not divine who secured release from samsara; argue that the Middle Way is open to all peoples across all social classes; consider distinctive beliefs associated with enlightenment such as anatta; discuss scholarly opinions.

Question 6a (i)			
	(i)	If candidates examine fewer than three ideas they normally cannot proceed beyond level 2. If they present more, read all the material and credit the best three ideas.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two basic ideas about Buddhist teachings. 	
2	6-10	Levels Descriptor	
		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"> • a simple overview of the Refuges; • a basic understanding the meaning of Dharma. 	
3	11-15	Levels Descriptor	
		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"> • the context of taking refuge; • Dharma in relation to the Buddha and the Sangha; • the idea of studying the Dharma of the Buddha. 	
4	16-21	Levels Descriptor	
		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"> • the belief that by taking refuge a Buddhist is aiming for enlightenment; • the notion that the Dharma is the universal truth; • the links between wisdom, morality and meditation; • scholarly contributions. 	

Question 6a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of Buddhist devotion.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • the role of the laity in response to the Sangha and the Dharma; • practical implications of taking refuge in the Dharma.
3	5-6	Levels Descriptor
		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"> • ways of following the Buddhist way; • ways in which Buddhist study the Dharma; • influence of meditation on taking refuge in the Dharma.
4	7-9	Levels Descriptor
		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"> • comment on the importance of these ideas for the laity such as these ideas are not revealed but are to be tested; • argue for the importance of wisdom in a Buddhist's life including following the Noble Eightfold Path; • consider the importance of the interrelationships between morality and meditation in following the Middle Way; • discuss scholarly opinions.

Question 6b (i)			
	(i)	If candidates do not examine both ideas they normally cannot proceed beyond level 2.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • an example of Buddhist meditation. 	
2	6-10	Levels Descriptor	
		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"> • one or two practices of meditation; • basic ideas about calming the mind. 	
3	11-15	Levels Descriptor	
		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"> • the aim of calming the mind; • ideas about mindfulness; • some key ideas about insight meditation. 	
4	16-21	Levels Descriptor	
		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"> • important features and limitations about samatha meditation; • key ideas about vipassana meditation and their advantages for Buddhist practice; • a range of benefits of these types of meditation; • scholarly contributions. 	

Question 6b (ii)			
	(ii)	If candidates do not comment on two problems they cannot normally proceed beyond level 2. If they examine more than two read all the material and credit the best two.	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • physical problems linked to meditation.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • ideas about the difficulty of technique; • difficulties of controlling breathing.
3	5-6	Levels Descriptor
		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"> • limitations of success; • short term problems; • patience and long term aims and practices.
4	7-9	Levels Descriptor
		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"> • comment on problems of meditation outside of a Buddhist context without the expertise of monks; • comment on the unease and distress sometimes associated with meditation; • view possible solutions in relation to expert guidance and regular and disciplined methods; • discuss scholarly opinions.

Christianity

Question Number		Indicative content
7 (a)	(i)	Candidates need not deal with more than one Reformer.
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • a few ideas about the Person of Jesus and his work as saviour.
Level 2	6-10	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"> • the work of Luther on Jesus and justification by faith alone; • the ideas of Calvin on election through Jesus.
Level 3	11-15	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"> • notions of Prophet, Priest and King in Calvin's work; • the relationship of the believer with Jesus in Luther's work; • ideas about imputed righteousness.
Level 4	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"> • develop more fully ideas both about the Person and the work of Jesus; • demonstrate that a full understanding of the Person of Jesus rests upon an understanding of his work of salvation; • present the case that Luther and Calvin agreed with the Chalcedonian definition; • discuss the work of scholars.

Question Number		Indicative content
7 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> the significance of Jesus in general terms.
Level 2	3-4	Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> a case for the significance of these teachings in greater detail; the different understanding of the significance of Jesus as being the cause of the split between Protestant and Catholic Churches.
Level 3	5-6	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"> the different significance for Protestants and Catholics at the time of the Reformation; the continuing significance for denominations today; the precise nature of the connection between the Person and work of Jesus.
Level 4	7-9	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"> show the difficulty of ideas of election and also of imputed righteousness; refer to subsequent development of these teachings; show how far those differences have been blurred by time or are still significant today; develop discussion with reference to scholarly opinion.

Question Number		Indicative content
7 (b)	(i)	<p>Candidates may choose any period, this MS is indicative of the modern period.</p> <p>If candidates examine only one of the life or work of Jesus they cannot normally proceed beyond level 2.</p>
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> the life and work of Jesus without linking this specifically to Church teaching.
Level 2	6-10	<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"> key ideas from the work of Barth on Jesus in simple terms; the teaching of Cone or Bonhoeffer on Jesus in simple terms.
Level 3	11-15	<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"> features of the historical, religious and social context of these teachings in the period selected; the place of both the life and the work of Jesus in these teachings; these teachings in relation to the work of modern theologians.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may:</p> <ul style="list-style-type: none"> examine the place of both the life and work of Jesus in the modern Church; contrast these in relation to the work of two or more schools of thought; show a good understanding of at least two different; theologians or schools of thought about the life and work of Jesus; refer to the work of scholars.

Question Number		Indicative content
7 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> the significance of these teachings but with little detail.
Level 2	3-4	<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> ways to link the life and work of Jesus; ideas linking teaching to the practice of faith.
Level 3	5-6	<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"> an understanding of the work of salvation; the connection between the life of Jesus and the work of salvation; the debate about the continuing significance of these connections.
Level 4	7-9	<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"> make clear the relation between the life of Jesus and the work of Christ; discuss the claims about Jesus in relation to other faith's claims; debate implications for today's practice on the place of the poor in today's world from such people as Bonhoeffer or Gutierrez; reach a justifiable conclusion demonstrating their argument about the significance of these teachings.

Question Number		Indicative content
8 (a)	(i)	Candidates who do not deal with both issues cannot normally proceed to level 3
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • simple features of the term creator or personal.
Level 2	6-10	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"> • how humans can be in relationship with God or how he can still be thought of as creator; • the work of Buber in a simple way.
Level 3	11-15	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"> • different understandings of the terms personal and creator; • the problems of the word <i>person</i> in regard to God or ideas relating to <i>creatio ex nihilo</i>; • Buber's views on I-thou and I-It relationships in more detail or the idea of God as sustainer.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. 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"> • examine the unchanging nature of God (immutability); • discuss the connection between God as sustainer and being personal; • examine Buber's requirement of love to change; • discuss modern Church teaching.

Question Number		Indicative content
8 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> the idea that God as a God of love is important.
Level 2	3-4	<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> the importance of God being personal; the importance of God being creator.
Level 3	5-6	<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"> difficulties of God relating to everyone e.g. difficulty of so many prayer requests; problems of viewing God as Creator in today's world; the need for a sense of purpose in creation remaining important.
Level 4	7-9	<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"> analyse the problem of the personhood of God; discuss relationships within the Trinity and its roles and attendant difficulties; debate the importance of creation and stewardship in the modern world; justify a view about the relevance of these views today with reference to the work of scholars.

Question Number		Indicative content
8(b)	(i)	If a candidate only examines one tradition they cannot normally proceed beyond level 2.
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • some of the different forms of the Eucharist in different traditions including frequency of celebration.
Level 2	6-10	<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"> • whether the Eucharist is viewed as a sacrament or as a memorial; • the role of the priest or president.
Level 3	11-15	<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"> • specifics such as what happens to the bread and wine that remains afterwards and whether adoration of the consecrated bread is practised apart from the celebration of the Eucharist; • the ideas of sacrament and memorial more fully; • key elements of the service of the Eucharist in two Christian traditions.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may:</p> <ul style="list-style-type: none"> • provide a detailed analysis of the significant differences between ways of practising the Eucharist; • analyse understandings of the offering of sacrifice and the role of the priest; • discuss differing views of the efficacy of the Eucharist; • debate modern Church teaching on these issues.

Question Number		Indicative content
8 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> the importance of the Eucharist in Christian practice based on the words of Jesus.
Level 2	3-4	<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> ideas about why practice differs in different denominations; a view that practice reveals different beliefs about sacrifice and memorial.
Level 3	5-6	<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"> the respect accorded to the elements of the Eucharist in relation to what is believed about them; the role of the priest, the use of the reserved sacrament for the sick, adoration and viaticum in some denominations and the nature of the memorial in some denominations; the impact of these practices on personal faith.
Level 4	7-9	<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"> analyse the different ways sacraments influence faith; discuss the way the meaning of these practices influence denominational stances; deploy scholarly debate on whether sacraments are declaratory or efficacious; debate alternative views and reach a justifiable conclusion.

Hinduism

Question 9a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two stories about excavations.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may: <ul style="list-style-type: none"> • describe one or two seals; • give an account of images of a cow in some seals.
3	11-15	Levels Descriptor
		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"> • evidence of composite human-animal images; • evidence of yogic positions; • some baths associated with rituals.
4	16-21	Levels Descriptor
		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"> • symbols and their possible interpretation such as phallically shaped stones; • potential evidence of yoga imagery; • potential importance of female figures; • scholarly contributions.

Question 9a (ii)		
	(ii)	If candidates comment on less than two features they cannot normally proceed beyond level 2. If they comment on more than two features read all the work and credit the best two.
		(9)
Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two images associated with the Indus Valley culture.
2	3-4	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may: <ul style="list-style-type: none"> • give an account of some symbols; • present a basic view of their possible significance.
3	5-6	Levels Descriptor
		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"> • some detail of seals and their potential influence; • the various images of animals and their possible significance; • some later developments within Hinduism and potential influences from the past.
4	7-9	Levels Descriptor
		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"> • opposing views on the links between the Indus Valley culture and the development of Hinduism coupled with problems of very limited translation of script; • possible links between cow imagery and later Vedic deities, including Shiva and Nandi; • the influence of the status of female images and goddesses in later Hinduism; • scholarly opinions.

Question 9b (i)		
	(i)	(21)

Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two descriptive details associated with the Vedic period.
2	6-10	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • a simple account of a few gods; • a basic understanding of their nature.
3	11-15	Levels Descriptor
		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"> • some deities that may be linked to Shiva; • role of gods and encounter with humans as in sacrifices; • ideas associated with polytheism.
4	16-21	Levels Descriptor
		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 examine: <ul style="list-style-type: none"> • some Vedic deities and their roles in various planes of existence; • ideas about gods as facets of the Absolute; • the roles of gods in creation and the place of sacrifice in order to maintain the existence of the world; • scholarly contributions.

Question 9b (ii)			
	(ii)	If candidates comment on less than two features they cannot normally proceed beyond level 2. If they comment on more than two features read all the work and credit the best two.	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • problems related to evidence for these beliefs.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • the view that the range of deities may appear confusing; • problems associated with complex attributes.
3	5-6	Levels Descriptor
		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"> • problems related to complicated notions of deity; • queries raised about sacrifices; • the view that some deities may have limited significance.
4	7-9	Levels Descriptor
		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 discuss: <ul style="list-style-type: none"> • the view that the Vedic material is complex and confusing; • the claim that the significance of some deities may be ambiguous; • problems associated with some tenuous links with later Hinduism; • scholarly opinions.

Question 10a (i)			
	(i)	If candidates examine fewer than two topics they cannot normally proceed beyond level 2. If they examine more than two topics read all the material and credit the best two.	(21)
Level	Mark	AO1 The exemplars selected in this mark scheme are karma yoga and jnana yoga.	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • some physical features linked to yogic practice. 	
2	6-10	Levels Descriptor	
		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"> • karma yoga being open to all types of people; • karma yoga linked to performance of dharma. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine the: <ul style="list-style-type: none"> • importance of carrying out one's dharma as intrinsic to karma yoga; • role of mental discipline in jnana yoga; • importance for the devotee to identify with the Infinite. 	
4	16-21	Levels Descriptor	
		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"> • the key beliefs and practices of both karma and jnana yoga; • the claim that these disciplines aim to lead to moksha noting karma may be more inclusive compared to the role of Brahmins in jnana; • the significance of the contrast between the way of knowledge and the way of good actions; • scholarly contributions. 	

Question 10a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • differences of techniques.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • the emphasis on good karma as a difference; • shared aims about enlightenment.
3	5-6	Levels Descriptor
		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"> • differences in part related to cultivation of mental discipline; • the view that these types are not mutually exclusive; • how devotees may follow different paths at different stages.
4	7-9	Levels Descriptor
		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"> • argue that the similarities are more important than differences especially in their long term aim of moksha; • show the significance of shared beliefs about the merits of yoga as a way of identifying with Brahman; • comment on the view that in some periods, different yogic practices helped to maintain the social order; • discuss scholarly opinions.

Question 10b (i)		
	(i)	If candidates examine only one figure they cannot normally proceed beyond level 2. (21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of Siva.
2	6-10	Levels Descriptor
		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"> • beliefs about Siva as Absolute God; • the characteristics of groups who tend to be devotees of Siva.
3	11-15	Levels Descriptor
		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"> • the Saivite tradition and its dualist views; • links between Saivite and ecstatic movements; • beliefs about the Great Mother.
4	16-21	Levels Descriptor
		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"> • the beliefs and practices of devotees of Siva and Sakti in a balanced structure; • notions of Sakti as the dynamic energy of God and importance of bhakti; • key features of Shiva Puja and close links with yogic practices; • scholarly contributions.

Question 10b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two stories about Krishna.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • ideas of the links between Krishna and the Gita; • the importance of the Gita in Hinduism.
3	5-6	Levels Descriptor
		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"> • the role of Krishna in the Gita; • the relationship between Krishna and Vishnu; • the importance of Krishna and the bhakti movements.
4	7-9	Levels Descriptor
		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"> • argue for the wide-spread respect for the Gita and of related devotion to Krishna; • comment on the range of Hindu traditions including both Samkhya and Advaita Vedanta that revere Krishna; • consider the significance of Krishna within ISKON and hence world-wide appeal; • discuss scholarly opinions.

Islam

Question 11a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • an aspect of polytheism.
2	6-10	Levels Descriptor
		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"> • some features of types of deities; • beliefs about jinns.
3	11-15	Levels Descriptor
		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"> • examples of limited relationship between religious rites and morality; • a mix of animism and polytheism; • some beliefs about prophecy in pre-Islamic Arabia.
4	16-21	Levels Descriptor-
		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"> • some key teachings such as dualism of Zoroastrianism, Judaism and monotheism, Christianity and the prophets as exemplifying a good range; • pilgrimages including the place of the Ka'bah as an established religious centre; • monotheistic emphases in the Hanif; • scholarly contributions.

Question 11a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> rejection of certain rituals in Mecca.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> the view of Muhammad as a virtuous character; the belief in Muhammad as the Prophet of God.
3	5-6	Levels Descriptor
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on the: <ul style="list-style-type: none"> impact of revelations and role of Jibril; impact of the Night Journey on Muhammad and his teaching; opposition to Muhammad's religious emphases.
4	7-9	Levels Descriptor
		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"> show the distinctive contributions of Muhammad in the context of diversity; comment on the explicit stress that Allah is the one God in contrast to earlier polytheism; consider Muhammad as the Messenger of Allah in contrast to conflicting diverse beliefs and practices; Discuss scholarly opinions.

Question 11b (i)		
	(i)	If candidates examine fewer than three contributions they cannot normally proceed beyond level 2. If they examine more than three read all the material and credit the best three. (21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two biographical details.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of the: <ul style="list-style-type: none"> • context of the hijrah; • attempts at peace between warring factions.
3	11-15	Levels Descriptor
		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"> • Muhammad's role in some battles; • his contribution as a statesman; • his role as a prophet with revelations from Jibril.
4	16-21	Levels Descriptor
		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"> • Muhammad's Constitution of Medina and its distinctive features; • the significance of the combined roles of statesman-prophet; • Muhammad's distinctive contributions to the ummah; • scholarly contributions.

Question 11b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two episodes in Medina.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present the: <ul style="list-style-type: none"> • basic meaning of theocracy; • links between revelation and theocracy.
3	5-6	Levels Descriptor
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on the: <ul style="list-style-type: none"> • impact of Muhammad the Prophet on theocracy; • strength of theocracy in terms of its geographical spread; • status of the Qur'an in this context.
4	7-9	Levels Descriptor
		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"> • comment on the evidence and reasons concerning the significance of theocracy during the period in Medina; • comment on the significance of its strengths in terms of creating a cohesive community based on revelation and Muhammad as the Prophet; • consider the significance of issues related to divisions in Arabia and the legacy of battles sometimes with ambiguous outcomes; • discuss scholarly opinions.

Question 12a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of Islamic burials.
2	6-10	Levels Descriptor
		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"> • Allah as the Beginning and the End; • belief in Allah as Judge.
3	11-15	Levels Descriptor
		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"> • this life as the only preparation for akhirah; • notions of punishment; • belief in resurrection compared to immortality of the soul.
4	16-21	Levels Descriptor
		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"> • key beliefs about the Day of Judgement and resurrection; • the significance of belief in Al-Janna and Jahannam; • distinctive views about resurrection of the body and some important implications; • scholarly contributions.

Question 12a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about burial compared to cremation.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • possible problems for those with little or no encounter with Islamic beliefs; • implications of this view for the Day of Judgement.
3	5-6	Levels Descriptor
		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"> • the status of those who lived before Muhammad; • metaphors of Hell; • ideas of eternal punishment.
4	7-9	Levels Descriptor
		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"> • argue about the implications of free-will and notions of predestination in the context of akhirah; • consider attributes of Allah coupled with eternal punishment; • debate the implications for Muslim belief and practice in context of akhirah; • discuss scholarly opinions.

Question 12b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the Five Pillars.
2	6-10	Levels Descriptor
		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"> • actions of prayer; • its importance in daily life.
3	11-15	Levels Descriptor
		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"> • some important features such as facing Mecca and cleansing rituals; • the significance of Qur'anic sayings in salah; • submission to Allah.
4	16-21	Levels Descriptor
		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"> • the importance of the shahada for prayer, including the status of the One God; • the influence of Muhammad's teaching on prayer and its importance; • the links between submission related to shahada and submission in relation to prayer; • scholarly contributions.

Question 12b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • some features of daily prayers.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • views about the importance of daily observance and rituals which are applicable world wide; • a view about its importance within the Muslim community.
3	5-6	Levels Descriptor
		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"> • the importance of salah linked to submission as an essential feature of Islam; • the significance in relation to the teachings of Muhammad; • its cohesive force within the ummah.
4	7-9	Levels Descriptor
		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"> • assess the significance within the context of the Five Pillars; • comment on the significance in relation to Islamic belief about Allah; • show the significance related to the ummah and the world wide Muslim community; • discuss scholarly opinions.

Judaism

Question 13a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two biographical points.
2	6-10	Levels Descriptor
		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"> • the influence of persecutions and his travels on his beliefs; • the quest to reach Israel.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine the: <ul style="list-style-type: none"> • context of Judah Halevi in Spain and subsequent travels; • stress on prophecy and revelation; • rabbinic thought related to Diaspora and loss of the Temple.
4	16-21	Levels Descriptor
		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"> • some important features of Rabbinic Judaism relative to the context of Judah Halevi, including impact of the Diaspora; • the range of his writings and their emphases including the importance of Israel and the coming of the Messiah; • the philosophy of rejecting Aristotle and emphasis on revelation and religious experience; • scholarly contributions.

Question 13a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two biographical points about Rashi.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • a basic view of Rashi's work on the Talmud; • the influence of the Crusades on his life.
3	5-6	Levels Descriptor
		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"> • the emphasis on literalism in Rashi; • a comparison with the liturgical poetry of Judah Halevi; • Judah Halevi's interest in philosophy compared to Rashi's focus on commentaries.
4	7-9	Levels Descriptor
		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 discuss: <ul style="list-style-type: none"> • the differences between the love poetry of Judah Halevi and the commentaries of Rashi; • literal interpretations of the text by Rashi compared to the poems used in worship; • the lack of interest in philosophy by Rashi compared to Judah Halevi; • scholarly opinion.

Question 13b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two facts about Maimonides.
2	6-10	Levels Descriptor
		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"> • his travels and range of writings; • his influence in Egypt in religious matters.
3	11-15	Levels Descriptor
		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"> • views about creation with God as a physical being; • proofs for the existence of God and role of faith; • reason and religious morality.
4	16-21	Levels Descriptor
		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"> • views about linking human understanding with religious belief via reason and the relevance of some key ideas such as the problem of evil and suffering; • rejection of Gnosticism and emphasis on divine providence; • selected reference to some of the Thirteen Principles of Faith related to the question such as creation as a matter of faith; • scholarly contributions.

13b ii		
Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two comments about Maimonides' life.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> • the emphasis on the Law of Sinai and limitations of human reason; • Jewish emphasis on suffering as a punishment and issues arising from this.
3	5-6	Levels Descriptor
		<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"> • problems with his view about his proofs for the existence of God; • the notion that beliefs about creation lies beyond human reason; • the status of prophets linked to religious belief compared to the human weakness of prophets.
4	7-9	Levels Descriptor
		<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 discuss:</p> <ul style="list-style-type: none"> • the reasons why Maimonides aimed to link human understanding with religious belief and some difficulties with this position; • contrasts between human-based beliefs and religious views including the relationship between religion and morality; • some difficulties about Maimonides and dualism regarding beliefs about life after death; • scholarly opinions.

Question 14a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two descriptive features of a Reform synagogue.
2	6-10	Levels Descriptor
		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"> • some features of early Reform such as a movement based on communities rather than rabbis; • attempts to make the services more accessible.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine the: <ul style="list-style-type: none"> • emphasis on change; • notion that there is no essence of Jewish belief; • influence of Abraham Geiger.
4	16-21	Levels Descriptor
		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"> • the tensions between respect for the religious traditions of Judaism and secularism in the emergence of Judaism; • some key contributors to this issue such as Friedlander; • the context of Haskalah compared to Orthodox emphases upon Reform movements; • scholarly contributions.

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two problems with Reform Judaism.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present the: <ul style="list-style-type: none"> • contrast between Moses and revelation and early Reform; • differences between Orthodox and Reform worship.
3	5-6	Levels Descriptor
		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"> • the influence of biblical criticism in this context; • Reform and gender issues such as appointing women to the Rabbinate; • criticisms based on opposition to change to traditional Judaism.
4	7-9	Levels Descriptor
		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 comment on: <ul style="list-style-type: none"> • the view that Reform is a betrayal of Judaism given there is an authentic voice of Judaism based on revelation; • the infallibility of the Torah compared to evolutionary views within Reform; • key Orthodox critics of Reform such as Samson Raphael Hirsch; • scholarly opinions.

Question 14b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of an Orthodox synagogue.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give: <ul style="list-style-type: none"> • a few examples of Orthodox worship; • some illustrations of Orthodox home life and observances.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine the: <ul style="list-style-type: none"> • importance of revelation; • view that the written and oral laws are the guide for all time; • significance of Jewish unity based on tradition.
4	16-21	Levels Descriptor
		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"> • the distinguishing features of the foundation of Orthodoxy rooted in revelation to Moses about the nature and activity of God; • the emphasis on infallibility of the Torah and implications; • key contributors such as Moses Mendelssohn with some different interpretations of Orthodoxy; • scholarly contributions.

Level	Mark	AO2 14 b(ii)
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two problems associated with Orthodox practice.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • examples of Jewish adaptations to different circumstances; • some Reform changes to Jewish practice.
3	5-6	Levels Descriptor
		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"> • reasons for some changes such as use of the vernacular in worship; • specific examples in 19th century German developments in Judaism; • some Orthodox responses to these changes.
4	7-9	Levels Descriptor
		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 discuss: <ul style="list-style-type: none"> • reasons why it is claimed that the survival of Judaism depends on adapting to the modern world; • key contributors and their debates such as Samson Raphael Hirsch and Geiger; • variations within Orthodox thinking in different countries including America; • scholarly opinions.

Sikhism

Question Number		Indicative content
15 (a)	(i)	(21)
Indicative content. <u>Answers which do not address both contexts cannot normally proceed beyond level two.</u>		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • the impact of Sunni extremism in the later Mughal Empire.
Level 2	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"> • the religious policies of Aurangzeb towards non-Sunni Muslims; • the martyrdom of Guru Tegh Bahadur.
Level 3	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"> • the suspicion of Hindu hill rajas; • the creation of the Khalsa; • the persecution of Shia Muslims and Sufis.
Level 4	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 the: <ul style="list-style-type: none"> • literary output of the darbar made redundant by Aurangzeb and employed by the Guru; • vesting of temporal authority of the Gurus in the Khalsa • fragmentation of the Mughal Empire; • creation of a people's army.

Question Number		Indicative content
15 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> his role in the creation of the process of initiation into the Khalsa.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence, making a limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> his role in creating the Khalsa; Guru Nanak's role in founding the religion.
Level 3	5-6	<p>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:</p> <ul style="list-style-type: none"> Guru Gobind Singh's importance in following the Khalsa as his Guru; his role in finalising the text of the Guru Granth; the importance of Guru Nanak for non-Khalsa Sikhs as well as Khalsa Sikhs, whereas Guru Gobind Singh is more exemplary for Khalsa Sikhs.
Level 4	7-9	<p>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:</p> <ul style="list-style-type: none"> there is tension between the suspicion towards religious order and rules in the writings of the early Gurus and Guru Gobind Singh's creation of the Khalsa; the status of the Guru Granth did not change after 1708; it is impossible to know how the Khalsa lived in 1699 so people cannot emulate his life; people can follow the example of the last human Guru by joining the Khalsa and following its rule.

Question Number		Indicative content
15 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> the role of the Guru Granth Sahib in rites of passage.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the compilation, role and status of the Guru Granth Sahib and may give an account of:</p> <ul style="list-style-type: none"> the process by which the pothis of the first Gurus were compiled into the Adi Granth; its definitive role in resolving doctrinal issues in the panth.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> finalisation of the text by Guru Gobind Singh; its status as a Guru; its role in congregational worship.
Level 4	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 'status', 'role' and 'compilation'. Candidates may examine:</p> <ul style="list-style-type: none"> how careful compilation of the text reflects the importance of the 'word' in Sikhism; its role in bringing Sikhs together how accepting its status is a distinguishing feature of Sikhism; its role in nagar kirtan as the leader of the Sikh community.

Question Number		Indicative content
15 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may argue that: <ul style="list-style-type: none"> it is the living Guru as it is the arbiter of disputes among Sikhs.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast: <ul style="list-style-type: none"> its importance in congregational functions; the need for the text to be interpreted.
Level 3	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"> the role of the Ten Gurus as exemplars; the idea that God is the true Guru; the Rahit Maryada as providing guidance from the Khalsa as Guru.
Level 4	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"> the role of the Guru Granth Sahib as a book of enlightenment, not a rule book; the function of the Guru Khalsa Panth to provide rules for daily living; the status of the Guru Khalsa Panth as equally authoritative as the Guru Granth Sahib; the importance of God as the Guru in support of intuition in discriminating between competing interpretations.

Question Number		Indicative content
16 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. They may describe:</p> <ul style="list-style-type: none"> • remembrance of the divine.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the importance of devotion. Candidates may give an account of:</p> <ul style="list-style-type: none"> • use of mantras; • devotional music.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure across the scope of the question. Candidates may examine:</p> <ul style="list-style-type: none"> • nit nem; • study of scripture; • alternative forms of devotion including sewa.
Level 4	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 ways in which devotion is shown. Candidates may examine:</p> <ul style="list-style-type: none"> • singing, and listening to, the praises of God; • meditation to purify desires; • the use of mantras; • scripture-based discussion.

Question Number		Indicative content
16 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a basic argument for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view such as:</p> <ul style="list-style-type: none"> • the study of scripture enables worshippers to consider how to apply teachings.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> • the importance of sewa as a form of devotion with; • the teaching that a person should stay in the remembrance of God all the time.
Level 3	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"> • the importance of worship in congregation; • daily prayers; • purifying the desires of the self as a form of worship.
Level 4	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"> • it is the remembrance of God; • it is a way of praising God; • the most important form of worship is turning from haumai; • the use of mantras reflects non-Sikh practices as Sikhism teaches that God cannot be controlled through mantras.

Question Number		Indicative content
16 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> • maintaining the five Ks.
Level 2	6-10	Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> • a description of the four taboos as well as prescriptions, such as sharing; • reference to the communal obligations of the Khalsa.
Level 3	11-15	Candidates may provide a range of accurate and relevant knowledge, highlighting some main ideas and using some technical terms focusing on the demands of the question. Candidates may examine: <ul style="list-style-type: none"> • personal obligations such as avoiding the four taboos; • communal obligations, including voluntary service in the gurdwara; • national obligations, such as learning to read the script.
Level 4	16-21	Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> • personal obligations such as performing daily prayers; • communal obligations, such as visiting the gurdwara; • national obligations, including encouraging a spouse to join the nation; • procedures for governing the Khalsa commonwealth, such as the role of the Akal Takht in the sarbat khalsa.

Question Number		Indicative content
16 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may argue that:</p> <ul style="list-style-type: none"> the Khalsa form is more than three hundred years old so it is out of date.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present the view that:</p> <ul style="list-style-type: none"> the final human Guru joined the Khalsa so it is exemplary for all Sikhs; the Khalsa form was developed in South Asia but Sikhs now live in a global diaspora.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view that the Khalsa is the basis of identity for Sikhs. Candidates may argue that:</p> <ul style="list-style-type: none"> the five Ks are no longer an effective uniform, for example, the kirpan could be updated with a firearm; the Khalsa was set up as a citizen army but as Sikhs are not persecuted anymore there is no need for it; Guru Gobind Singh joined the Khalsa and a Sikh should follow in the footsteps of the Guru.
Level 4	7-9	<p>Candidates present explicit argument. Candidates demonstrate careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> the Khalsa is the archetypal form of Guru Gobind Singh and therefore should not be changed. There were guns in use by Guru Gobind Singh in 1699; the Khalsa is the living Guru of Guru Gobind Singh so it can always update its rules and remain relevant Sikh identity is based on listening at the feet of the Guru Granth Sahib; the Khalsa is the boundary marker for the faith community and a boundary marker serves an important purpose in disciplining the rest of the community.

New Testament

Question Number		Indicative content
17 (a)	(i)	(21)
Indicative content Candidates who examine only one saying can reach a ceiling of level two.		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to rely on a narrative retelling of one or more key teachings, such as the analogy of the rich man and the eye of the needle or the parable of Lazarus and the rich man. For the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to show a basic awareness of issues such as not loving God and money, or the difficulties for discipleship of dependence on wealth, illustrated by a simple reference to a parable or block of teaching; for the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus's ministry, but they are likely still to rely on re-telling the textual narrative.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed by wealth and, appropriate use of wealth; parables and blocks of teaching are likely to be used in a more developed manner; for the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to highlight the gospel's key teaching on wealth and poverty, drawing on a range of ideas and examples, but without relying on narrative; important issues such as the impossibility of reconciling discipleship with love of money and of understanding the difference between material and spiritual wealth are likely to be drawn out; for both gospels, the best answers will set material against the background of contemporary Judaism and show an awareness of scholarship; for the Fourth Gospel, the meaning of the sayings will typically be placed firmly in context, including ideas of Jesus as the only way to salvation, OT background and the significance of symbolism.

Question Number		Indicative content
17 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> 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.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider; themselves superior because of their wealth or social status for the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication that he has come to replace Judaism and its promises.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to the traditional Judaism concerning its attitude to riches; 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; for both gospels, candidates may consider how Jesus' hearers reacted to these teachings/sayings.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> views of scholars are likely to be used with confidence; candidates may highlight how Jesus' teaching reflected and fulfilled scripture and prophecy; they may consider how the early church responded to these teachings/sayings; they may consider the relevance of these teachings/sayings to modern Christians.

Question Number		Indicative content
17 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may offer a simple evaluation of or comment on Jesus' miracles/signs, without drawing significantly on the issue of whether or why they are important or significant.
Level 2	6-10	<p>At this level candidates may typically show a simple awareness of the significance of the miracles and their place in the relevant gospel:</p> <ul style="list-style-type: none"> • they may tackle only one incident, or simply retell the story, but in a little more detail; • some evidence of an awareness of the background issues and context is likely at this level.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to display accurate knowledge and understanding of the miracles within their context in the gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event; • the underlying messages of the incidents are likely to be examined, for example, the significance of trust in Jesus in Luke, or the acceptance of Jesus and awareness of his identity for the Fourth Gospel; • some scholarly views may be applied.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus; • for the Fourth Gospel, candidates are likely to understand the role the signs play in revealing who Jesus is; • for Luke, candidates are likely to identify the significance of Jesus, who will be raised from the dead, prefiguring his own resurrection, and as the one in whom the disciples must place their trust in difficult times; • use of scholarship and an awareness of the whole gospel will be typical.

Question Number		Indicative content
17(b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether or why they were of little importance to his ministry.
Level 2	3-4	At this level: <ul style="list-style-type: none"> • candidates may typically display a basic evaluation of these miracles/signs, with some simple reference to scholarship; • they are likely still to have failed to draw on the implications of their role in the gospel or they miss the implications of the phrase 'not the most important'.
Level 3	5-6	At this level: <ul style="list-style-type: none"> • candidates may typically show a greater awareness of the role of miracles/signs in the gospel, perhaps by reference to their Christological nature; • they may draw on material from elsewhere in the gospel to support their answers; • some evaluation of the claim is likely to be evident.
Level 4	7-9	At this level: <ul style="list-style-type: none"> • candidates are likely to offer some clear assessment of the role of miracles/signs and their significance in the gospel tradition overall; • they may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracle are used Christologically in the gospels; • on the other hand, they may consider whether other aspects of gospel teaching were more 'vital' than the miracles/signs; • some evaluation of the claim is likely to be evident.

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

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

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

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

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