



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Religious Studies (6RS01/01)
Paper 1: Religious Studies – 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	A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with mainly random and unorganised detail; imprecisely expressed. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. Low Level 1: 1 mark 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 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 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	1-5

2	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. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present. Low Level 2: 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 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 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	6-10
3	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. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. Low Level 3: 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 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 High Level 3: 14-15 marks a good range and/or detail of appropriate knowledge; presented in a mainly coherent structure; significant features	11-15

	explained for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately	
4	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. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. Low Level 4: 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 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 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	16-21

Assessment Objective 2

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

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

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

Philosophy of Religion

Question 1a (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two features about design.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the design argument. Candidates may give: • examples of experience of design in the natural world • examples of design in the human body.	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge and present it in a generally coherent structure. Candidates may examine: • ideas about purpose and design • ideas about analogy and its importance • explanations to account for evidence of design.	
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: • key ideas in the premise of the argument • the interplay between experience and analogy • key distinctive ideas in the conclusion • scholarly contributions to this topic.	

Question 1a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two weaknesses of the argument.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - design is a good reason to account for order; - the view that a scientific account may be better.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - problems of interpretation of experience; - strengths and weaknesses of analogy; - the strength of alternative explanations.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - reasons why arguments may be said to be ambiguous; - strengths and weaknesses of experience in this argument; - issues about the interpretation of types of analogy and alternatives; - a range of scholarly contributions which tease out issues about ambiguity.

Question 1b (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: a simple account of a cosmological argument.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give: - a basic account of motion within a cosmological argument; - simple ideas about causation.	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge and present it in a generally coherent structure. Candidates may examine: - the notion that the universe is not self-explanatory; - the contributions of experience of movement and causation to the cosmological argument; - the reasoning used in upholding the conclusion that God exists.	
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: - ideas about explanations, including those of Leibniz; - contributions of cosmological argument in terms of range of data requiring explanation; - the coherence of evidence and reason to support the existence of God; answering the question 'why is there something'? - scholarly opinion to address the question.	

Question 1b (ii)			
	(ii)		(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: • one or two strengths of the cosmological argument.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: • the strength of experience of movement; • notions of causation requiring explanation.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: • the logic of the argument; • the range of experiential support; • the coherence of the conclusion.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: • persuasive answers to the question 'Why is there something rather than nothing'? • possible weaknesses refined over time by philosophers; • rigorous answers to criticisms presenting a cumulative coherent response; • use of scholarly opinion to develop the discussion.

Question 2a (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two descriptive accounts 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: • examples of types of suffering; • notions of God as malevolent.	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge and present it in a generally coherent structure. Candidates may examine: • ideas about God as being impotent; • analysis of the concept of malevolence; • some of the fundamental issues regarding the problem of suffering.	
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: • the cumulative effect of this statement of the problem of suffering; • the analysis of this formulation including the omission of omniscience; • ways in which this formulation relates to moral and non-moral suffering; • scholarly contributions to this formulation.	

Question 2a (ii)			
	(ii)	If candidates comment on more than one solution read all the material and credit the best one.	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: • one or two strengths of a solution.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: • one or two brief strengths with a solution; • a few of the failures of the solution presented in a brief manner.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may: • comment on the reasons given to support a solution; • comment on evidence to counter this support; • begin to appraise the argument.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: • the breadth of success of the solution; • the range of types of failure; • a critical evaluation of the overall argument; • the contributions of scholarship to this solution.

Question 2b (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two examples of miracles.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: • one or two key features of miracles expressed at a simple level; • the notion of belief 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: • an example of a definition of miracle; • key terms such as 'law of nature'; • ideas about an 'act' 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: • give a full analysis of one or two concepts of miracles; • examine distinctive features of these key ideas; • examine the context of a philosophical account of miracles such as the role of evidence and testimony; • examine scholarly opinion.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: • one or two ideas about Hume.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: • Hume's use of laws of nature as a weakness; • his views about violation.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: • Hume's use of experience against miracles; • his weighing up of the evidence; • his list of problems such as miracles in one religion counting against belief in miracles in another religion.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: • Hume's <i>a posteriori</i> reasoning regarding the balance of probability; • his <i>a priori</i> reasoning that by definition miracles are impossible; • his critique as a way of underpinning religious belief in general; • scholarly contributions related to Hume.

Ethics

Question Number		Indicative content
3 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates are likely to draw on a limited range of material: It is unlikely they will have any clear understanding of the wider context of Utilitarianism and may depend on simplistic case study material such as abortion.
Level 2	6-10	At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel: - They are likely to discuss a limited range of characteristics of theory without focus on the wording of the question. - They may offer simple suggestions as to how it may be a means of resolving moral dilemmas, but the answer is likely to be dependent on basic details of the theory.
Level 3	11-15	At this level: - Candidates may offer a wider range of features of utilitarianism without dealing with them in depth or in close relation to the wording of the question. - They may offer some suggestions as to why the theory may be deemed to be strong - Some consideration of the background of the theory and influences on it may emerge at this level.
Level 4	16-21	At this level candidates are likely to be able to identify a significant range of features of utilitarianism or to explore a narrower range at some depth: - They are likely to be more confident in applying their examination of the theory to the wording of the question and merge factual information with some consideration of its strengths as means of resolving moral dilemmas. - It is likely that candidates make reference to the teleological nature of the theory, to issues of consequentialism and means to an end and how this may effect resolving moral dilemmas. - Candidates are likely to display some knowledge and understanding of Utilitarianism within its social context. - Bentham and Mill are likely to feature prominently, but at this level candidates may also make additional reference to other forms of Utilitarianism.

Question Number		Indicative content
3 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: • Candidates may offer a simple criticism of Utilitarianism.
Level 2	3-4	At this level, candidates may struggle to incorporate new information or to reach a balanced conclusion: • Consideration of whether the strengths cannot detract from the problems is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct. • At the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory.
Level 3	5-6	At this level, candidates may rely on some repetition of material from (i) but will still maintain a clear line of argument in terms of whether the criticisms invalidate the theory: • Candidates may consider a wider range of problems raised by the theory. • They may offer further argument in support of Utilitarianism. • They are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the claim but may not refer precisely to the wording of the question.
Level 4	7-9	Candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (i): • A range of problems will be identified and used as the basis of a genuine attempt at evaluation. • 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)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates are likely to draw on a limited range of material: It is unlikely they will have any clear understanding of the wider context of Situation Ethics and may depend on a simple statement of one or two key features.
Level 2	6-10	At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel: - They may explain the application of <i>agape</i> and/or the rejection of absolute rules. - Candidates may make a brief observation about the historical background to the theory.
Level 3	11-15	At this level: - Candidates may offer a wider range of features of Situation Ethics without dealing with them in depth. - Some deeper consideration of the background to and influences on the theory may emerge at this level. - They may consider Fletcher's working principles and presuppositions.
Level 4	16-21	At this level candidates are likely to be able to identify a significant range of features of Situation Ethics, or to explore a narrower range at some depth: - Candidates are likely to display more detailed knowledge and understanding of the theory within its social, cultural and religious context. - The work of Joseph Fletcher is likely to be discussed in more detail, including his own personal case studies. - candidates may consider the contribution of J A T Robinson to Situation Ethics in the UK. - Candidates are likely to avoid isolated or artificial case study material.

Question Number		Indicative content
3 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level it is likely that a weak understanding of the theory will prevent candidates from developing a sustained evaluation: • A simple statement of one or more weaknesses of the theory are likely to be offered.
Level 2	3-4	At this level candidates are likely to make basic references to weaknesses of the theory, with some consideration of whether it offers useful moral guidance: • Candidates may depend on simple case studies in an attempt to evaluate the theory. • Some reference to strengths may be made in an attempt to evaluate the claim.
Level 3	5-6	At this level, candidates are likely to show some understanding of the weaknesses of the theory, with some reference to named scholars and to the problems of seeking moral guidance on relativist principles: • Candidates may make some reference to the objections raised by religious ethicists and the dangers posed by a rejection of rules. • Case studies may be used more anecdotally and references to named scholars may be sparse. • Some attempt at balancing strengths and weaknesses may be made in an attempt to draw a conclusion.
Level 4	7-9	At this level it is likely that candidates will recognise the implication that Situation Ethics has not successfully established itself as a guide for moral decision making and identify a range of reasons for this failure. • They may include the failures of a relative theory to offer clear moral guidance, the difficulties of applying <i>agape</i>, the dangers of rejecting moral absolutes, and the challenges raised by contemporary critics for failure to promote traditional religious morality. • At this level candidates are likely to recognise the need to evaluate the claim by reference to possible strengths and advantages of the theory and to reach a balanced conclusion. • Reference to named scholars is likely at this level. • Use of case studies is likely to be made critically, not anecdotally.

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 ideas associated with Just War and pacifism: • They may ignore one altogether or their answer may be significantly unbalanced.
Level 2	6-10	Candidates at this level are likely to refer to a narrow range of ideas associated with Just War and pacifism: • They may focus, perhaps, on one approach, for example religious pacifism, or one version or a limited number of conditions of the Just War Theory. • They may make some references to modern day applicability of the Just War theory or to pacifist individuals or organisations.
Level 3	11-15	Candidates at this level are likely to show a good understanding of a range of approaches to Just War and pacifism but may typically be limited by their ability to examine these in detail or extent: • Illustrative examples may lack fluency and the approach may be more formulaic than will be likely at the higher level. • The balance between discussion of Just War and pacifism may still be slightly in favour of one rather than the other, typically with greater concentration on Just War. • They may make reference to pacifist individuals or organisations without resorting to anecdote.
Level 4	16-21	At this level candidates are likely to be able to deal confidently with a range of issues associated with the Just War Theory and pacifism and will have a broad perspective on different motivations for pacifism: • They are likely to have a secure knowledge of at least one form of the Just War theory and most of its features. • They are likely to be able to examine the theory with reference to examples without falling into narrative, or offering an overly historical or contemporary political account. • Candidates are likely to demonstrate knowledge of religious and non-religious principles regarding Just War and pacifism. • Candidates are likely to demonstrate a good balance in their discussion of both Just War and pacifism.

Question Number		Indicative content
4 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level, candidates are likely to rely on some repetition of ideas from part (i) and to show little evaluative skill in tackling the problems of the Just War Theory: Some weaknesses of the theory may be expressed, but the implications of the claim that a pacifist can never accept the principles of Just War is likely to be unexplored.
Level 2	3-4	At this level, candidates may show an increasing awareness of the implications for pacifism posed by the problems of the Just War theory: - They may discuss how far it attempts to justify unjustifiable wars. - Weaknesses of the theory may be more clearly expressed as a failure to show that, for the pacifist, any war or wars could be justified.
Level 3	5-6	At this level, candidates are likely to make a clear connection between the wording of the question: - They may effectively tease out the implication that most pacifist stances would claim that no war can be justified under the theory. - Weaknesses of the theory are more likely to be explained within the context of whether the theory is compatible with pacifism or whether it attempts to justify the unjustifiable. - Some consideration of the moral responsibility of the pacifist to uphold their beliefs may be made.
Level 4	7-9	At this level candidates will typically tackle the issues of justifiability and pacifism without relying on any repetition from (i) and are likely to raise a range of contrasting ideas in consideration of the dilemma: - They are likely to draw a conclusion based on their well-informed opinion, religious teaching and possibly the contribution of scholars. - They may raise issues of conscience and changing social attitudes to war. - They may suggest that the Just War theory is not applicable in cases of modern warfare and therefore pacifism is more reliable. - They may suggest that, nevertheless, some wars can still be justified.

Question Number		Indicative content
4 (b)	(i)	If candidates examine one dilemma, they cannot normally proceed to level 3. If they examine more than two dilemmas read all the material and credit the best two.
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level: • Candidates may present a simple case study or narrative description of one or two dilemmas in sexual ethics without clear examination of the problems posed.
Level 2	6-10	At this level: • Narrative and/or simplistic case study may still be evident. • Candidates may make some attempt to identify the broader problems which constitute a dilemma – e.g. an issue for which there is no clear resolution.
Level 3	11-15	At this level: • 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 these issues, identifying how they are thus dilemmas. • 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: • They may consider the contribution of sacred texts and other religious authorities. • The role of conscience, faith and obedience to a religious way of life 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	At this level: Candidates are likely to make a simple claim about the difficulties which arise in solving dilemmas in sexual ethics with little or no focus on the use of 'impossible'.
Level 2	3-4	At this level: - Candidates may offer or more suggestions as to why dilemmas may be impossible to solve. - Some case study material may be used to support their answer. Some repetition from (i) may be evident.
Level 3	5-6	At this level: - They are likely to show a clear understanding of the implications of the question and offer some balanced evaluation in or support of challenging the claim. - They may show some understanding of the implications of the term 'impossible' as opposed to other terms such as 'difficult' or 'challenging'. - They may make specific reference to religious teaching or to ethical theory as means of resolving these dilemmas.
Level 4	7-9	At this level, candidates are likely to demonstrate a clear understanding of the implications of the question: - They are likely to offer a balanced argument taking into account the strengths and weaknesses of the claim. - They may offer one or more solutions to a relevant dilemma or dilemmas. - Some reference to scholars may be evident. - At this level candidates will offer a mature evaluation of these issues.

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: • one or two religious examples.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: • an example of asceticism; • examples of folk religion.	
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: • selected beliefs such as life after death; • selected practices such as meditation; • groups such as the Jains.	
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: • an historical perspective to religious features including Vedic beliefs and practices, including sacrifices; • religious influences on moral/social practices prior to the time of the Buddha; • the social structures influenced by religion such as the status of priests; • scholarly opinion.	

Question 5a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two biographical features of the Buddha.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - the Buddha's rejection of sacrifices; - the Buddha's rejection of caste.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the importance of meditation for the Buddha in relation to Hindu meditation techniques; - the absorption of some religious insights into the Buddha's message such as karma; - the rejection of some fundamental religious themes such as Brahman and atman.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - reasons for the Buddha's rejection of some Vedic beliefs and practices; - the various adaptations to beliefs about suffering and freedom; - the Buddha's emphasis on experience compared to theology; - scholarly contributions to this discussion.

Question 5b (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: one or two biographical features about 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: - the early life of the Buddha; - key features of the four sights.	
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 Buddha's early life as one of luxury; - the period of asceticism as one of austerity; - the enlightenment as a way of achieving liberation from suffering.	
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: - the Middle Way as a transcendental way rather than hedonism or austerity; - his enlightenment by means of meditation as a successful way of gaining freedom from dukkha and samsara; - close links with the Dharma and Sangha; - scholarly contributions.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two beliefs about the Buddha.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - the view of the Buddha as the teacher of the Dharma; - the beliefs about the on-going significance of the Sangha.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - festivals and customs linked to the Buddha; - specific periods such as his death which have significance for Buddhists; - the Buddha's influence on meditation techniques.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - distinctive emphases of the Buddha with an on-going significance; - the status of the Buddha in the three refuges; - the range of different views about the Buddha across various Buddhist traditions; - scholarly contributions to this discussion.

Question 6a (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two descriptive accounts of the Sangha.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: • a simple account of the role of the Sangha; • a basic presentation of the influence of the 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 Dharma as guidance to the practice of Buddhism; • the Sangha as the living presence of the Buddha and Dharma; • the significance of 'taking refuge' for Buddhists.	
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: • a conceptual analysis of 'refuge' and its context; • different emphases and purposes about the Dharma across different Buddhist traditions; • a range of different types and purposes of Sangha across Buddhist traditions; • scholarly opinion on this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two accounts of being a lay Buddhist.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - the view that the laity take refuge and hence have a more passive role; - the view that the role of the laity may be seen as an easier option.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the status of monks compared to the laity; - the limited teaching in the Dharma about the laity; - examples of the limited role of the laity in Buddhist practices.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - reasons for the role and status of the laity within Buddhism; - significant differences of beliefs and practices about the laity across Buddhist traditions; - alternative stances in which selected rulers, Buddhist politicians and teachers of meditation are significant and influential; - scholarly contributions to this debate.

Question 6b (i)			
	(i)	If candidates examine one type, they cannot normally proceed to level 3. If they examine more than two types read all the material and credit the best two. The two selected in this mark scheme are samatha and vipassana.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two descriptive features of meditation.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: • the importance of physical posture and breathing techniques; • one type of meditation.	
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: • vipassana and its links to insight and wisdom; • samatha and calming the mind; • differences between vipassana and samatha.	
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: • the context of meditation within the Noble Eightfold Path; • purposes of samatha and ways in which these may be achieved; • expressions of vipassana and its characteristic aims; • scholarly opinion on this topic.	

Question 6b (ii)			
	(ii)		(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two examples of the benefits of meditation.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - some positive features of meditation; - possible problems associated with meditation.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - meditation as an aid to concentration; - the importance of Buddhist scriptures imparting truths and hence suggesting a partial role for meditation; - the interplay between meditation and other Buddhist beliefs and practices.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the context of meditation within the Noble Eightfold Path showing its relative importance; - the view that Buddhist ethical teaching is of paramount significance and superior to meditation; - the purposes of meditation as providing culture of the mind and hence its influence is wide-ranging; - scholarly contributions to this topic.

Christianity

Question Number		Indicative content
7 (a)	(i)	If candidates examine only one of the Person or work of Jesus they cannot normally proceed into Level 3.
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: • some basic views of the Person and work of Jesus.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • some ideas about Jesus from Cone or Gutiérrez; • Bonhoeffer's ideas about Jesus in simple terms.
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: • ideas in the teachings about both the Person and work of Jesus in the Modern period; • the importance, for Cone, of being black; • the importance of grace in Bonhoeffer's teachings.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: • examine Cone's references to the blackness of Jesus and his teaching that believers needed to become black ontologically; • examine Bonhoeffer's teaching on religionless Christianity or Jesus as 'the man for others'; • present a coherent understanding of these differing teachings; • refer to modern scholars' teachings about these issues.

Question Number		Indicative content
7 (a)	(ii)	
Level	Mark	
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: 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: - a view about the importance of who Jesus is but in a simple manner; - a view on the significance of these teachings for today.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the significance of differing emphases in these teachings about the Person and work of Jesus; - whether the work is more significant than the Person; - the connection between an understanding of the Person of Jesus and the work of salvation.
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: - evaluate the implications for today's practice from the teachings of Bonhoeffer or Gutiérrez or others; - discuss the place of the poor in today's world in relation to Jesus' teaching; - contrast Christian claims of exclusivity with the claims of other religions; - develop a coherent argument with reference to scholarly opinion.

Question Number		Indicative content
7 (b)	(i)	Candidates may choose any period, this MS is indicative of the Early Church period. If candidates examine only one of the life or work of Jesus they cannot normally proceed into Level 3.
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: the life and work of Jesus without linking this specifically to Church teaching.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: - some key ideas of early figures like Athanasius or Arius; - some Councils such as Nicea.
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: - key issues of the controversies that led to the formulations of doctrine; - the resolutions of Councils regarding the life and work of Jesus; - features of the historical and religious context of these teachings in the period selected.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: - present a more detailed analysis of argument about the life and work of Jesus in the teachings of the Early Church; - discuss an understanding of the various issues of the problems surrounding the work of Jesus in salvation; - 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	Candidates may present a simple, descriptive response. Candidates may refer to: the resolutions of the Councils being significant but with little detail.
Level 2	3-4	Candidates may show a partial awareness of the question with limited argument. Candidates may present: - ways to link the life and work of Jesus; - a view about the importance of who Jesus is but in a simple manner.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the issue of whether the life is more important than the work of Jesus for Christians; - 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	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: - make clear the relation between the life of Jesus and the work of Christ; - refer to subsequent development and alternative stances; - discuss how far the ideas in these teachings have been affected by the passing of time or are still significant today; - reach a justifiable conclusion demonstrating their argument about the significance of these teachings with reference to scholarly opinion.

Question Number		Indicative content
8 (a)	(i)	
Level	Mark	
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: • simple features of the term <i>personal</i>.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • what it means for God to be personal and how humans can be in relationship with him; • 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: • different understandings of the terms <i>personal</i>; • the problems of the word <i>person</i> in regard to God; • the views of Buber on I-Thou and I-It relationships in more detail.
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: • present a detailed analysis of the notion of <i>personal</i>, including in relation to prayer; • discuss the connection between God as personal and the possibility of religious experiences; • examine Buber's requirement of love to change; • refer to modern Church teaching.

Question Number		Indicative content
8 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: the idea that God as a God of love is important.
Level 2	3-4	Candidates may show a partial awareness of the question with limited argument. Candidates may present: - the importance of God being personal; - the problem of whether God can change (immutability).
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - difficulties of God as personal in relation to verifying religious experience; - problems of viewing God as interacting with humanity given the issues of free will; - the problems of anthropomorphising or limiting God in some views of personal.
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: - analyse the problem of the personhood of God; - discuss relationships within the Trinity and attendant difficulties; - debate the importance of a God who can be known in personal relationship 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 candidates deal with only one sacrament or one Christian tradition they cannot normally proceed into Level 3.
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: • some of the different forms of baptism in different traditions.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • the view of the Eucharist as a sacrament; • the meaning of baptism as a cleansing of sin.
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: • the difference between viewing the Eucharist as a sacrament and as a memorial; • the meaning of infant and believers' baptism in relation to entry to the Church; • key meanings of these practices in two Christian traditions.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: • provide a detailed analysis of the different meanings behind variant practice of the Eucharist and the reasons for them; • analyse different understandings of the role of baptism in the life of a believer; • discuss differing views of the efficacy of these practices; • debate modern Church teaching on these issues.

Question Number		Indicative content
8 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: the meaning of baptism being revealed through the role of water.
Level 2	3-4	Candidates may show a partial awareness of the question with limited argument. Candidates may present: - a view that these meanings are clearly revealed in elements of practice in different denominations; - a view that practice reveals different beliefs about sacrifice and memorial in the Eucharist.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the respect accorded to the elements of the Eucharist in relation to what is believed about them; - the role of the priest and congregation in some denominations for both baptism and Eucharist; - the impact of these practices on supporting personal faith.
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: - analyse the different ways belief about sacraments is demonstrated in the practice of baptism and the Eucharist; - discuss the way the meaning of these practices influence denominational stances; - discuss the view that practices vary but do not clearly reveal the different meanings of baptism and Eucharist enough; - 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: • one or two features of relevant sites.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the topic. Candidates may give an account of: • the dates of this period and its geographical location; • examples of some findings.	
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: • key archaeologists and their work, including the finding of seals; • Harappa and Mohenjo-Daro and their importance in excavations; • evidence which suggests that there was a focus on hygiene with possible implications for ritual.	
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: • the extensive spread of this culture and its range of detail; • the detail of some seals and their possible imagery linked to yoga; • the evidence of male and female deities; • scholarly opinion on this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two examples of findings.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - a view about a female goddess and the subsequent link to Hinduism. - the view that images of animals may have dubious links to ritual and be of limited significance.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - evidence and its possible links to ritual; - the possible significance of the great Bath for Hindu practice; - the view that other early traditions such as the Aryan and Vedic ideas are more influential for Hindus.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the relative importance of the Indus Valley and its links to Aryan culture; - the view that this period may be of little significance because of the problems of interpretation of evidence and that key literary sources are undeciphered; - the view that what appears significant such as female imagery and phallic representations are seen as ambiguous and hence of limited significance; - scholarly views on this topic.

Question 9b (i)			
	(i)	If candidates answer fewer than three features they cannot normally proceed to level 3. If they write on more than three features 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: • one or two superficial features of Vedic practices.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: • some Vedic deities; • sacrifices and associated rituals.	
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: • some beliefs associated with Vishnu; • beliefs about deities and order; • ideas about the Absolute.	
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: • notions of polytheism and henotheism with examples; • beliefs about orderliness including karma; • the fundamental significance of dharma; • scholarly contributions to this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two accounts of Hindu practices.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - the significance of Vishnu; - perennial features of some aspects of Hindu ritual.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the significance of karma in samsara; - the implications of karma on social order; - the on-going significance of certain deities.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - that some modern movements in Hinduism may base their system on the Vedas; - the implications from the selected features on beliefs about liberation; - the underlying significance of rta; - scholarly contributions to these debates.

Question 10a (i)			
	(i)	If candidates examine one type of yoga they cannot normally proceed to level 3. If they examine more than two types 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: • one or two superficial ideas about yoga.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • selected beliefs of one type of yoga; • one or two ideas about practices from the same type of yoga.	
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: • key beliefs and practices of one type of yoga; • key beliefs and practices from a second type of yoga; • the importance of the environment for yoga, posture and breathing.	
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: • the context of yoga within Hindu traditions which influences its development; • distinctive emphases from selected yogic traditions such as karma, devotion and liberation; • the distinction between prakriti and purusha and their implications for yogic practice; • scholarly contributions to this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two accounts of yogic practice.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - ideas about the physical control of the body; - views about the status of the control of breathing.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the prominence given to correct mental culture; - the relationship between religious practice and morality; - the value given to detachment from the senses.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the interplay between beliefs about dharma and yogic practice and; their influence on the development of Hinduism; - the influence of ascetic practices associated with certain types of yoga on some aspects of Hinduism; - the influence of certain yogic teachers and their significance on the development of Hinduism; - scholarly contributions to these debates.

Question 10b (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two stories about Krishna.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • some basic features of Krishna; • one or two themes linked to Krishna.	
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 features of bhakti linked to Krishna; • rituals associated with Krishna; • the influences on social and moral relationships.	
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: • the context of Krishna in the avatar tradition; • the influence of sacred texts on beliefs about Krishna; • the significant emphases of Krishna in world-wide movements; • scholarly contributions to this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two stories about Sakti.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - one or two basic features linked to Sakti; - basic practices associated with Sakti.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - key emphases of the worship of Sakti; - selected key themes linked to Sakti; - the significance of the role of female deities.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the context of the figure of Sakti within Hindu traditions; - key scriptures and teachers linked to Sakti traditions; - distinctive emphases of significant feminist iconography within the development of Hinduism; - scholarly contributions to these debates.

Islam

Question 11a (i)			
	(i)	If candidates examine one of the features they cannot normally proceed to level 3. If they examine more than three read all the material and credit the best two. The two exemplars in this mark scheme are polytheism and animism.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured answer. Candidates may describe: one or two superficial accounts of pre-Islamic Arabia.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: - reference to some deities; - an example or two of sacred places.	
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: - ideas about jinns; - sacred times in animistic contexts; - close links between tribes, animism and sacred places.	
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: - clear definitions of polytheism and animism; - tribal customs contrasted to the Islamic 'ummah; - issues about the place of morality within polytheism and animism; - scholarly contributions to this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two superficial ideas about Muhammad.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - the contrast between polytheism and the monotheism of Islam; - the significance of the sacred place of the Ka'ba.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - Muhammad's condemnation of certain beliefs associated with pre-Islamic Arabia from a monotheistic perspective; - Muhammad's rejection of animistic practices; - the contrast between Muhammad's fusion of religious belief and morality with the practices of animism.
And 4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the significance of jahiliyya from an Islamic perspective; - the evidence that Muhammad rejected rather than accepted the beliefs and practices of pre-Islamic Arabia and reasons for this emphasis; - alternative interpretations of pre-Islamic Arabia showing its diversities and hence creating more complexities in terms of assessing its significance for an understanding of Muhammad; - scholarly contributions to these debates.

Question 11b (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: one or two superficial stories about prophets.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: - some biographical accounts of Muhammad linked to prophecy; - the implications from Muhammad's preaching in Mecca and the subsequent persecutions.	
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 importance of Jibril for providing an understanding of Muhammad as prophet; - links between prophecy and revelation; - key emphases such as submission to the one 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: - the close links between Muhammad as prophet and the Qur'an; - fundamental themes such as tawhid and a range of implications on beliefs and practices; - the impact of Muhammad as prophet on the development of the Islamic community; - scholarly contributions to this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two superficial accounts of Muhammad.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - stories about rasuls prior to Muhammad; - some of the key teachings of these former rasuls.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the importance of the 'Night of Power'; - teachings about misunderstandings of earlier rasuls and their message about the one God; - the eternal Qur'an and the place of Muhammad.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the reasons why the message of the earlier rasuls was ignored and why this highlights Muhammad as the final Messenger; - the implications of Muhammad as the final Messenger on the key features of the 'ummah'; - the significance of the shahadah for Muslims; - scholarly contributions to these debates.

Question 12a (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: one or two superficial accounts of some of the Six Beliefs.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: - some descriptive accounts of akhirah; - one or two ideas about resurrection.	
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: - a few distinctive features associated with resurrection; - some key ideas about the Day of Judgement; - notions about rewards and punishment.	
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: - the context of the Six Beliefs on akhirah especially Allah as Judge; - beliefs about paradise and hell; - issues related to predestination and freewill; - scholarly contributions to this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two accounts of Islamic practice.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - examples of submission within Islam; - links between salat and beliefs about akhirah.
3	5-6	<i>Levels Descriptor</i>

		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the importance of burial in relation to belief in resurrection; - sawm and its discipline related to ideas about judgement; - some details of the rewards in Paradise.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the significance of belief in Allah as Judge and that this life is a preparation for the last judgement; - ideas that correct belief and practice are essential to following the 'straight way'; - the importance of following the message of Muhammad and the implications of this for jannah and jahannam; - scholarly contributions to this debate.

Question 12b (i)			
	(i)	If candidates examine one pillar they cannot normally proceed to level 3. If they examine more than two pillars read all the material and credit the best two. The two exemplars selected for this mark scheme are shahadah and salat.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two descriptions about salat.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: • a superficial account of the shahadah; • a brief account of salat.	
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: • some key ideas within the shahadah; • some important emphases about salat; • the importance of the shahada for both Sunni and Shi'a Islam.	
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: • views about the importance of the shahadah, including the view that its acceptance is the only formal requirement for entry into Islam and why it has this status; • views about salat and its importance within the community and for the individual; • the view that the importance of both Pillars lies in their emphasis on the uniqueness of Allah and the centrality of Muhammad	

		• scholarly contributions to this topic.
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Question 12b (ii)			
	(ii)		(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: • one or two rituals associated with the Five Pillars.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: • the belief that a fundamental purpose is to demonstrate the importance of submission to Allah; • the notion about the fusion between faith and action.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: • the view that a fundamental purpose is to display union among Muslims world-wide; • the importance of the shahadah regarding the uniqueness of Allah and the role of Muhammad; • the purposes linked to Qur'anic revelations.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: • the relationship of tawhid and Muhammad the final Messenger; • the pivotal role of submission within Islam as a fundamental aim of the Five Pillars; • different emphases across some Islamic tradition such as the Ismaili and the notion of Seven Pillars and how this raises issues about agreement on the fundamental purposes; • scholarly contributions to these debates.

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: one or two stories 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: - one or two features of the general background to Maimonides; - some basic religious features of his time.	
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: - important features of Rabbinic Judaism; - the notion that his period was a part of the golden age of Jewish culture; - a range of religious influences including Islamic traditions together with some persecution.	
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: - the view that during his life Maimonides was subject to various influences and hence this issue is complex; - the distinctive emphases of post-Talmudic Rabbinic Judaism at this time; - the mix of Greek philosophy, Islamic beliefs and practices that influenced his writings; - scholarly opinion on this topic.	

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

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two ideas about his writings.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - the success of his Mishneh Torah; - the view that this is the major codification of the Jewish Law.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the success of Maimonides in relating Jewish ideas to Greek philosophy; - the influence of his Thirteen Principles of Faith; - his analysis of key Jewish themes such as divine providence and prophecy.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - his long-established reputation as a major authority within Judaism; - the range of his writings spanning codifications, theology, philosophy and inter-faith issues; - various criticisms made against Maimonides, including links between theology and philosophy together with the range of his influence including those on Christian thinking; - scholarly contributions to these debates.

Question 13b (i)			
	(i)	If candidates examine one of the contexts they cannot normally proceed to level 3.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two characteristics of Rashi.	
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 key influences of the Diaspora; • the number of substantial political changes.	
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 background importance of the Crusades; • a range of backgrounds that these figures encountered during their travels; • the primary status of the Jewish Law and the religious context stressing the superiority of Judaism.	
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: • Rabbinic influences and the definitive importance of the Torah together with the Talmud; • a range of religious traditions including Islam and Christianity and their influences on these figures; • types of philosophical influences mainly from a Greek context; • scholarly contributions to this topic.	

Question 13b (ii)			
	(ii)	If candidates examine more than one figure they cannot normally proceed to level 3. If they examine more than two read all the material and credit the best two.	(9)

Level	Mark	AO2 the figure selected for this mark scheme is Rashi	
1	1-2	<i>Levels Descriptor</i>	
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two biographical details of Rashi's life.	
2	3-4	<i>Levels Descriptor</i>	
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - the importance of Rashi's work as a commentator; - his emphasis on literalism.	
3	5-6	<i>Levels Descriptor</i>	
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - Rashi's textual commentary on the Talmud; - the emphasis given to themes such as 'the chosen people' and the 'Land of Israel'; - the emphasis given to practice but without a moralistic style.	
4	7-9	<i>Levels Descriptor</i>	
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the originality of Rashi's works noting an absence of philosophical interest and the significance of this approach for Judaism; - the continuing influence of Rashi's school, with its little emphasis on mysticism; - the fundamental stress on halakhah and its significance; - scholarly contributions to these debates.	

Question 14a (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: • one or two aspects of Orthodox Judaism.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • a few basic features of Orthodox beliefs; • beliefs about the key ideas associated with accounts of revelation.	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: • some key ideas about revelation; • links between revelation and the 'the chosen people'; • the status of revelation as authoritative within Orthodoxy.	
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: • the inherent relationship between God and revelation and hence its significance for Orthodoxy; • the implications of beliefs about revelation on Orthodox practices; • the place of Orthodoxy and Jewish identity based on revelation; • scholarly contributions to these topics.	

Question 14a (ii)			
	(ii)		(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two descriptions of Reform practices.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - some basic ideas about Reform Judaism; - some key features linked to the emergence of Reform.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the changes that influenced interpretations of the Bible including its translations; - influences of Gentile culture on thought and practice and how these influenced the development of Reform; - the importance of key changes to Sabbath observances and dietary customs became important for Judaism.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the view that the early days of Reform were set within a range of changes and this had an influence on its development; - theological beliefs about God as Preserver and acting in history throughout substantial changes and its implications; - the impact of change including living in a secular society and adapting beliefs and practices; - scholarly contributions to these debates.

Question 14b (i)			
	(i)	If candidates select one tradition only they cannot normally proceed to level 3.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: one or two superficial ideas of Conservative Judaism.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: - Conservative beginnings in America; - the influence of Frankel on the origins of Conservative Judaism.	
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 beginnings of Liberal Judaism and the influence of Claude Montefiore; - Liberal links with Reform thinking such as the separation between ethical and ritual aspects of religion; - the demographics of Conservative and Liberal Judaism in terms of their respective numbers and geographical spread.	
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: - the inconclusive and ambivalent nature of Conservative Judaism on a range of theological views; - an evolutionary view of religion; - the subtle relationships between the various branches of Judaism and differences within Conservative and Liberal traditions; - scholarly contributions to this topic.	

Question 14b (ii)			
	(ii)		(9)
		Conservative Judaism is selected as the exemplar for this mark scheme	

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: one or two features of Conservative Judaism.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may describe: - the special place given to halakhah; - the special value that Conservatives give to the collective will of the people.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the view that some see Conservative Judaism as a compromise between Orthodoxy and Reform; - the view that Conservative Judaism highlights the tensions between tradition and change; - the contributions to gender issues by Conservative Judaism.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: - the view that Conservative Judaism is the authentic voice of Judaism; - the interpretation given to 'conservative' not in a political sense but to conserve Jewish traditions; - the significant doubts which the Conservative movement has about a systematic 'theology', because there is a stress on diversity of beliefs; - scholarly contributions to this debate.

Sikhism

Question Number		Indicative content
15 (a)	(i)	(21)
Indicative content: The exemplar used in this mark scheme is the religious context. Other contexts should be credited appropriately.		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: • some shared ideas such as religious pluralism.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • the rejection of the idea of varna; • the rejection of ascetism and withdrawal from social responsibilities.
Level 3	11-15	Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: • the visit to Hardwar; • the mention of Hindu deities in his hymns; • the rejection of lower status given to women.
Level 4	16-21	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: • the idea of rebirth; • the establishment of Kartarpur as a model town to show how work and worship could be combined; • the use of langar to challenge caste divisions; • the collection of hymns from Hindu bhagats.

Question Number		Indicative content
15 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: the fact that he created hymns still used in daily prayers.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward evidence of: - his idea of combining worship with work and family life, miri-piri; - his political intervention in Baghdad.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the argument that the same spirit was in every Guru and therefore they are all equal; - the argument that every Guru made a different and equal contribution to the Sikh way of life today; - the argument that Guru Nanak started many features of the Sikh way of life today and is therefore the most important.
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 debate: - the view that his role in collecting selected hymns from previous saints in South Asia together with his own started the Guru Granth Sahib; - the view that Kartarpur provided a practical example of the society he wished to create and the Khalsa was created to commit to and embody such a society; - the views of scholars such as Oberoi who have demonstrated that many features of the Khalsa tradition were developed in the early twentieth century and so cannot be traced to Guru Nanak; - the views of scholars associated with the Institute of Sikh Studies who argue that 'Orientalist' scholars fail to appreciate the elements of miri-piri ideology in the life and work of Guru Nanak.

Question Number		Indicative content
15 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: • how the texts were copied during the time of Guru Arjun.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • how the status of Guru ascribed to the Granth is demonstrated; • the addition of hymns by Guru Gobind Singh.
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: • the ceremonial role of the Guru Granth Sahib as the living Guru; • the ideological role of the Guru Granth Sahib as the arbiter of correct practice; • the transmission of texts from Guru to Guru culminating in the Guru Granth Sahib.
Level 4	16-21	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: • its status in relation to the Dasam Granth; • its status in relation to the Sikh Rahit Maryada as a manual of daily practice; • scholarly debate about the treatment of variant texts; • debates about the ragmala.

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 refer to: the fact that Sikhs treat it as a living Guru.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may describe: - the point that it cannot be contradicted; - areas of omission, such as homosexuality.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the role of Janam Sakhis in showing how the lives of the Gurus can be relevant; - the authoritative role of the Rahit Maryada in clarifying procedures and practices; - different interpretations of the Guru Granth Sahib regarding issues such as meat eating.
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 debate: - the status of the Panth as Guru; - the increasing role of schools of interpretation and practice; - the continuing importance of the Gurus as exemplars; - the increasing accessibility of the Guru Granth Sahib for purposes of study.

Question Number		Indicative content
16 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: • daily prayers.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • nam simran; • singing kirtan in the gurdwara.
Level 3	11-15	Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: • the use of radio, TV and internet in providing kirtan; • the performance of Nit Nem; • the role of sewa such as in the langar as a form of devotion.
Level 4	16-21	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: • devotion in the gurdwara as involving listening to and singing kirtan; • private devotion as involving meditation in order to cultivate virtue; • the interpretation of private devotion as repetition of mantras; • the interpretation of devotion as discussion in order to understand and practise teaching.

Question Number		Indicative content
16 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: the fact that Nit Nem is stipulated in the Rahit Maryada.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: - the set times of Nit Nem; - the belief that God should be remembered and acknowledged at all times.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the importance of subjugating haumai; - the importance of social action; - the importance of congregational worship.
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 debate: - the view that Nit Nem provides regular remembrance of God; - the view that Nit Nem contains important teachings about God and how to connect with Him; - the view that the teachings of Nit Nem illustrate the importance of other aspects of worship such as nam simran; - the view that setting aside the ego is the most important form of worship.

Question Number		Indicative content
16 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: • how ceremonies are to be performed.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: • the Nit Nem; • the basic principles that should inform a Sikh way of life.
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: • the view that standard equipment is mandatory at a gurdwara; • its unequivocal statements regarding the status of the Guru Granth Sahib and the Khalsa; • the prescribed order of activities in the gurdwara.
Level 4	16-21	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: • the daily regime of the Khalsa; • the procedure to be followed in the birth, amrit, wedding and death ceremonies; • the definition of a Sikh; • the dispute resolution procedures to be followed.

Question Number		Indicative content
16 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: Guru Gobind Singh starting the Khalsa.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may describe: - how the Guru Granth Sahib does not say that you must join the Khalsa; - how Sikh saints are invariably part of the Khalsa.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: - the view that a Sikh is a disciple that follows the example of their Guru and therefore should join the Khalsa; - the view that only members of the Khalsa are required to wear the 5 Ks that are iconic for Sikhs; - the view that Sikhism as an independent religion would not survive if the Khalsa identity did not.
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 debate: - the view that following the Guru Granth Sahib in its entirety is sufficient to make someone a 'true Sikh' without joining the Khalsa; - the view that the Guru Granth Sahib does not say that you should not join the Khalsa; - the view that joining the Khalsa demonstrates and amplifies commitment to the Sikh way of life; - the view that there are members of the Khalsa who perform actions that are contrary to the teachings of the Guru Granth Sahib and therefore un-Sikh-like.

New Testament

Question Number		Indicative content
17(a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level: For Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings Jesus' encounter with Zacchaeus, whilst 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	At this level: - For Luke, candidates are likely to show a basic awareness of issues such as the dangers of dependence on material 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' ministry, but they are likely still to rely on re-telling the textual narrative.
Level 3	11-15	At this level: - For Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed for attitudes in Jewish society at the time and how Jesus addressed them using parables and blocks of teaching in a more developed manner. - Candidates may make reference to the blessings and woes (the Sermon on the Plain). - 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	At this level: - For Luke, candidates may refer to a wider range of episodes, such as the conversation with the Rich Young Ruler or the parable of the Rich Man and Lazarus. - They may consider wider issues of spiritual wealth and poverty. - For the Fourth Gospel, they may consider the relationship of the sayings to other sayings and teachings in the gospel. - They may consider how they relate to wider issues such as discipleship and replacement theology.

Question Number		Indicative content
17(a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: 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, context or the views of scholars.
Level 2	3-4	At this level: - For Luke, candidates are likely to offer some discussion about the implied criticism of the wealthy and rejection of the idea that material wealth is a blessing from God. - For the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the disciples and authorities, and his criticism of Israel as failing to be God's chosen Vine.
Level 3	5-6	At this level: - For Luke, candidates will typically highlight issues of the nature of Jesus' challenge to put God before material wealth, and implied criticism of the Jewish authorities' attitude to poverty and need. - They may offer comment on textual narrative and its application to Judaism at the time. - For the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy, criticism of the authorities, replacement theology.
Level 4	7-9	At this level: - For Luke, candidates may typically highlight differences between Jesus' teaching and that of Judaism at the time and the implications of him standing out against the authorities and accepted teaching. - For the Fourth Gospel, candidates may refer to the responses of the authorities who see Jesus' teaching as a challenge to their own authority. - They may highlight how Jesus fulfils scripture and prophecy. - Views of scholars are likely to be used with confidence.

Question Number		Indicative content
17 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level: Candidates for both Luke and the Fourth Gospel are likely to rely on a re-telling of the narrative although they may show a basic understanding of the reasons for Jesus performing miracles.
Level 2	6-10	At this level candidates may typically show a simple awareness of the significance of the miracles and their place in the relevant gospel: - They may tackle only one incident, or simply re-tell the story, but with a little more detailed understanding. - Some evidence of an awareness of the background issues and context is likely at this level.
Level 3	11-15	At this level: - 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 utilised.
Level 4	16-21	At this level: - 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 relationship between these miracles and themes of outcasts and discipleship. - 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: • Candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether they were at the heart of his ministry.
Level 2	3-4	At this level: • Candidates may typically display a basic evaluation of these miracles, but they are likely still to have failed to draw out the full implications of whether they were at the heart of Jesus' ministry. • They may make reference to other miracles/signs in the appropriate gospel to support their views.
Level 3	5-6	At this level: • Candidates may typically show a greater awareness of the role of miracles in Jesus' ministry, perhaps by reference to their Christological nature. • They may increasingly draw on material from elsewhere in the gospel and some evaluation of the claim is likely to be evident. • Some suggestions may be made as to what else, if anything, may be also be at heart of his ministry.
Level 4	7-9	At this level: • Candidates are likely to offer some clear assessment of the role of miracles and their significance in his ministry overall. • They may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles are used in conflict scenes in the gospels. • Use of scholars is likely to be confident. • Balanced evaluation of the claim is likely to be evident including a clear reference to the wording of the question.

Question Number		Indicative content
18 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level: Candidates are likely to re-tell the narratives relating to the incidents, for example, for Luke, a basic account of a Sabbath healing miracle or for the Fourth Gospel, some basic reference to details of these encounters. Errors or confusions in the narrative re-telling may be evident.
Level 2	6-10	At this level: - 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: - For Luke, candidates should typically refer to textual narrative and examples of Sabbath incidents 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 episodes and to put them in the context of Jesus' wider dealings with women in the gospel.
Level 4	16-21	At this level: - For Luke, candidates are likely to highlight important teachings and examples, 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 episodes 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)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: For both gospels, candidates at this level are likely to offer a simple discussion of the importance of the Sabbath or the role of women but without a clear understanding of its context in the teaching of Jesus. They may rely on unsubstantiated generalisations.
Level 2	3-4	At this level: - 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	At this level: - 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. - Some scholarly views are likely to emerge.
Level 4	7-9	At this level: - 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 be developed. - Candidates are likely to give a balanced response to the question, suggesting how significant this difference may have been in relation to the gospel as a whole, to Jesus' hearers, the early church, or Christians today.

Question Number		Indicative content
18 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level: • 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	At this level: • Candidates are likely to show a greater awareness of particular demands such as following Jesus, commitment and the dangers of discipleship. • They may just tackle one demand, but at greater depth, though some may still rely on re-telling the narrative.
Level 3	11-15	At this level: • Candidates are likely to provide some specific examples of teaching regarding the demands of discipleship, such as calling narratives, warnings about persecution, and the disciples' mission to the world. • For the Fourth Gospel, reference to the teaching of the Farewell Discourses may be evident. • Some understanding of the relationship of this material to the whole gospel may be evident as well as the views of scholars.
Level 4	16-21	At this level: • Candidates are likely to highlight several issues relating to the demands of discipleship, drawing on teaching, parables and episodes. • Examples of named disciples may be employed. • Important issues such as witness, new life, the spirit and dependency on Jesus are likely to emerge. • There is likely to be little or no re-telling of the textual narrative.

Question Number		Indicative content
18 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: It is likely that candidates may make some simple narrative reference to the activities of the Twelve.
Level 2	3-4	At this level: - Candidates are likely to show a greater awareness of the example of the Twelve as disciples and of their failures in this role. - There may still be simple textual narrative and some misunderstanding of the overall importance of their role.
Level 3	5-6	At this level: - Candidates are likely to show some understanding of the various roles of the Twelve, their successes and failures. - Some reference to scholars is likely to be present. - Candidates are likely to show some understanding of the importance of the word 'crucial' and relate it to relevant textual material.
Level 4	7-9	At this level: - Candidates are likely to have a greater awareness of the special nature of the Twelve and the way the gospel writers handle the material concerning them. - They will typically make a clear attempt to evaluate the relative importance of their role. - Some reference may be made to how far the Twelve represent future disciples. - Some candidates may consider whether it is wrong to think of the Twelve as a defining group.

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