



# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE  
In Religious Studies 6RS03  
Paper 01 – Developments

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## General Marking Guidance

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

### Unit 3: Developments

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

#### Assessing Quality of Written Communication

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

#### Assessment Objective 1

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

Level	Descriptor	Marks
1	<p><b>Some relevant knowledge deployed as evidence or examples to show a basic understanding of some of the issue(s) raised by the task, though limited in scope and imprecisely expressed.</b></p> <p><b>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</b></p> <p><b>Low Level 1: 1 mark</b> shows limited awareness of issue(s) raised by the task; evidence or example(s) are tangential to the task; knowledge selected as evidence or examples is random, isolated and minimal in scope; expression lacks clarity, but the response is not worthless</p> <p><b>Mid Level 1: 2 marks</b> shows a limited but clear awareness of the issue(s); some of the evidence or example(s) given are relevant to the task; knowledge selected is fragmentary, but contains valid material; expression is imprecise</p> <p><b>High Level 1: 3-4 marks</b> shows a basic understanding of the issue(s); evidence or example(s) are mostly relevant to the task; knowledge selected is accurate and appropriate but limited in scope; expression has some limited clarity but remains imprecise</p>	1-4

2	<p><b>A sufficient range of evidence and/or examples to show understanding of some key ideas or concepts, but limited in terms of the scope of the task; communicated with a sufficient degree of accuracy to make the meaning clear.</b></p> <p><b>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.</b></p> <p><b>Low Level 2: 5 marks</b> shows a simple but straightforward awareness of some of the issue(s); supported by suitable and relevant evidence or example(s); knowledge selected to show awareness of some key ideas or concepts; expression lacks clarity but the overall meaning is accessible</p> <p><b>Mid Level 2: 6-7 marks</b> shows a clear awareness of some of the issue(s); supported by some well-chosen and pertinent example(s) or evidence; knowledge selected shows basic understanding of some key ideas or concepts; expressed with some accuracy to make the meaning clear</p> <p><b>High Level 2: 8-9 marks</b> shows a basic understanding of the issue(s); supported by relevant and carefully chosen evidence or examples; knowledge selected shows a sound understanding of some key ideas or concepts, but limited in terms of the scope of the task; expressed with sufficient accuracy to make the meaning clear</p>	5-9
3	<p><b>Relevant evidence and examples used to produce a clearly structured response to the task, offering sufficient breadth and/or depth to indicate a broad understanding of the main issue(s); expressed clearly and accurately, using some technical terms.</b></p> <p><b>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.</b></p> <p><b>Low Level 3: 10 marks</b> identifies and shows a general understanding of some of the main issue(s); uses relevant evidence and examples as the basis for an organised response to the task; knowledge selected shows some evidence of breadth and/or depth of understanding; a generally clear account using some technical terms</p>	10-14

	<p><b>Mid Level 3: 11-12 marks</b> shows a broad and/or in depth understanding of some of the main issue(s); an organised response to the task deploying evidence and examples carefully; knowledge selected shows sufficient evidence of breadth and/or depth of understanding; expressed clearly using some technical vocabulary</p> <p><b>High Level 3: 13-14 marks</b> offers a broad and/or in depth understanding of the main issue(s); evidence and examples selected to produce a well-organised account; knowledge includes detail and/or general ideas; expressed clearly and accurately using technical vocabulary</p>	
4	<p><b>A coherent response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to show a clear understanding of the main issue(s) raised; expressed accurately and fluently, and using a range of technical vocabulary.</b></p> <p><b>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.</b></p> <p><b>Low Level 4: 15 marks</b> presents a generally clear understanding of the main issue(s); a well organised account with a range of evidence and examples to support understanding; draws together broad and/or detailed ideas into a generally concise structure; expressed clearly using technical language</p> <p><b>Mid Level 4: 16 marks</b> presents explanations to show understanding of the main issue(s); a range of examples and relevant evidence are deployed to give a clear and concise structure; understanding is shown by fluency in the use of appropriate ideas and concepts; expressed accurately and clearly using technical language widely</p> <p><b>High Level 4: 17-18 marks</b> a comprehensive response to the task; with a clear focus and emphasis on explaining and developing the main issues; supported by a range of examples and evidence to show breadth and/or depth of understanding; a clear and concise structure built around key ideas; expressed lucidly, using technical vocabulary with facility</p>	15-18

## Assessment Objective 2

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

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

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

## Philosophy of Religion

Question Number		Indicative content
<b>1 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
		<p>If candidates examine only one term they cannot normally proceed to level 3. If they examine more than two terms read all the material and credit the best two.</p> <p>Agnosticism and atheism are selected as exemplars in this m/s. Candidates will be credited if they refer to the problem of suffering if it is focused on the thrust of the question and this applies to criticisms against arguments for the existence of God, provided the answer addresses the specified term.</p>
<b>Level 1</b>	1-4	<p>Candidates may identify a few features without evidence of understanding their significance. Candidates may mention:</p> <ul style="list-style-type: none"> <li>• one or two problems associated with religious belief.</li> </ul>
<b>Level 2</b>	5-9	<p>Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present:</p> <ul style="list-style-type: none"> <li>• notion of agnosticism and suspension of belief</li> <li>• idea of atheism as belief there is no God.</li> </ul>
<b>Level 3</b>	10-14	<p>Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• types of agnosticism including doubts about the existence of god or a distrust of the moral character of God</li> <li>• atheism as disbelief in God or an absence of such belief.</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates are likely to have a consistent focus on the demands of the question, highlighting the key ideas of two critiques of religion belief. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of these critiques. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• reasons and evidence to support agnosticism with key examples</li> <li>• arguments and evidence to underpin belief there is no God with key examples</li> <li>• the strengths of these positions</li> <li>• scholarly contributions.</li> </ul>

Question Number		Indicative content
<b>1 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b> scepticism is selected as an example for this ms, noting the term selected does not have to be the same one as examined in (i).		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• evidence to counter religious scepticism.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• reason to reject scepticism</li> <li>• limitations of scepticism.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may argue: <ul style="list-style-type: none"> <li>• that scepticism is only partially fair given the range of religious traditions</li> <li>• there are difficulties in determining the boundaries where one may justify scepticism and where it may be untrustworthy</li> <li>• there are problems of scepticism based on its questionable assumptions.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• possible weakness in its premises and use of partial evidence</li> <li>• weakness in its methods and its unjustifiable rejection of alternative positions</li> <li>• ideas that scepticism is a pre-requisite to religious belief and not as such part of a critique pf religious belief</li> <li>• scholarly contributions.</li> </ul>

Question Number		Indicative content
<b>1 (b)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content    ontological argument selected as the exemplar for this m/s. Note that in relation to religious experience this is a question concerning the argument for the existence of God and not only about accounts of religious experiences. These may be credited, but only as a part of a fuller answer.		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• the example of an artist's idea of a picture compared to a picture existing in reality.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• key ideas about the meaning of God</li> <li>• some uses that Anselm made of these ideas.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the notion of 'that than which nothing greater can be conceived'</li> <li>• a comparison between this idea in the mind and the reality of God</li> <li>• key stages in Anselm's argument.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected argument. <ul style="list-style-type: none"> <li>• the strength of the unique idea about the existence of God, aseity</li> <li>• the reasoning about necessary existence and its strength</li> <li>• one or two examples of how this argument has been refined in the face of criticisms in order to strengthen it</li> <li>• scholarly opinion.</li> </ul>

Question Number	Indicative content	
<b>1 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>to some strengths of the argument.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>Anselm's response to Gaunilo</li> <li>a view about the strength of proof in this argument.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that this argument has its strengths. Candidates may argue: <ul style="list-style-type: none"> <li>there are on-going arguments to refute criticisms made of the argument</li> <li>about the strengths of key arguments</li> <li>about the force of deductive reasoning.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>the argument is convincing because it is <i>a priori</i> and deductive reasoning leads to proof</li> <li>this type of argument is not dependent on evidence and variable interpretations and as an argument is irrefutable</li> <li>logical problems with the argument such as the view that necessary existence is a contradiction in terms</li> <li>scholarly debate.</li> </ul>

Question Number		Indicative content
<b>2 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		relationship between mind /body is selected as the exemplar in this m/s
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a belief that mind and body are separate.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• the view that a separation between mind and body links to immortality of the soul</li> <li>• the notion that the soul is capable of surviving even after the body is destroyed.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• ideas about resurrection associated with a type of monism</li> <li>• significance of the soul in the mind/body debate and its influence on belief in life after death</li> <li>• the interpretation of the mind-body problem may shape ideas about life after death.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• implications from ideas about the relationship between mind and body may determine precise beliefs about life after death</li> <li>• a debate between dualism and monism may be critical to views about life after death</li> <li>• a materialist stance may rule out life after death</li> <li>• scholarly debates.</li> </ul>

Question Number		Indicative content
<b>2 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• lack of evidence.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• there are so many conflicting views</li> <li>• problems of links between life before and after death.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that belief in life after death has its strengths. Candidates may argue that: <ul style="list-style-type: none"> <li>• it may be incomprehensible to make sense of life after death</li> <li>• this belief may not be verified</li> <li>• there are contradictory interpretations about life after death</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• life and life after death may be seen to be mutually exclusive states and entirely different from each other</li> <li>• the view that life after death is meaningless and it may not make sense to talk about surviving one's own death</li> <li>• unresolved problems about identity between one type of existence and another</li> <li>• scholarly debates.</li> </ul>

Question Number	Indicative content	
<b>2 (b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
		If candidates examine only one type of language they cannot normally proceed to level 3. The two terms selected for this mark scheme are analogy and logical positivism.
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few examples of analogy.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• Aquinas and the influence of his beliefs about analogy</li> <li>• analogy as a way of talking about God.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• religious language as a way of expressing experiences of God</li> <li>• a few key ideas of logical positivism</li> <li>• the influence of these ideas on religious language.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the content. Candidates may examine: <ul style="list-style-type: none"> <li>• <i>via negativa</i> as a way of speaking about God by use of negative words and influence on analogy</li> <li>• a theological context and its influence on the role of analogy</li> <li>• analytic and synthetic propositions and their bearing on the meaninglessness of religious language</li> <li>• range of influence of logical positivism including falsification as a critique of religious language.</li> </ul>

Question Number		Indicative content
<b>2 (b)</b>	<b>(ii)</b>	scepticism is selected as an example for this ms; the term selected does not have to be the same one as examined in (i) (12)
Indicative content		logical positivism is used as the exemplar.
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two problems with religious language.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• view that religious claims are neither true or false</li> <li>• the argument that religious language is meaningless.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess the material in a purposeful manner. Candidates may argue: <ul style="list-style-type: none"> <li>• about the impact of logical positivism on dismissing religious language</li> <li>• some basic problems with logical positivism</li> <li>• it may enhance an understanding of the role of words in religious belief in terms of their limited use.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the significance of silence in religion given 'what we cannot speak about we must pass over in silence'</li> <li>• the view that logical positivism highlights some distinctive features of religious language</li> <li>• the view that logical positivism has so many problems it has to be rejected and hence has no bearing on religious language</li> <li>• scholarly opinions.</li> </ul>

## Ethics

Question Number		Indicative content
<b>3 (a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified one or more key features of the chosen ethical theory and case studies may be used descriptively.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have correctly identified a range of key features of a the chosen theory but at a limited level in terms of length and depth and with little analysis of how far those features may be deemed strengths</li> <li>• case studies may still be used descriptively rather than analytically.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to focus on the key features of their chosen theory, possibly still from the angle of content of the particular theory but with more attention how far those features may be strong</li> <li>• candidates may consider the value of relevant religious thinking behind the theory</li> <li>• case studies will be used more analytically, if at all.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to present an extensive account of their chosen theory, demonstrating a clear understanding of its principles and the extent to which they may be deemed strengths</li> <li>• they may refer comparatively to other theories to draw out strengths of the chosen theory</li> <li>• case studies, if used, will be applied analytically</li> <li>• use of modern and classical scholars is likely to be evident.</li> </ul>

Question Number		Indicative content
<b>3(a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to have given one or more weaknesses of their selected theory but with little or no consideration of their relative value in terms of persuasiveness.</li> </ul>
<b>Level 2</b>	4-6	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to express a view regarding the persuasiveness of their chosen theory</li> <li>• they are likely to come to a simple conclusion, possibly referring to the wording of the question.</li> </ul>
<b>Level 3</b>	7-9	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to have offered one or more opinions as to the relative persuasiveness of their chosen theory</li> <li>• an appreciation of the implications of the phrase 'in the modern world' may be apparent</li> <li>• conclusions are likely to be based on a balanced assessment of evidence.</li> </ul>
<b>Level 4</b>	10-12	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to have offered clear opinions as to the relative persuasiveness of their chosen theory</li> <li>• contributions of key scholars are likely to be offered</li> <li>• candidates are likely to have fully appreciated the implications of the phrase 'in the modern world'</li> <li>• personal opinion is likely to inform a balanced conclusion.</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified one or more key features of Natural Moral Law and case studies may be used descriptively.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have correctly identified a range of key features of Natural Moral Law, such as the primary and secondary goods and the roles of nature and reason but at a limited level in terms of length and depth</li> <li>• case studies may still be used descriptively rather than analytically.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to focus on the key features of Natural Moral Law, such as living according to God's law revealed in nature and the notion of <i>telos</i></li> <li>• candidates may consider the value of relevant religious thinking behind the theory</li> <li>• case studies will be used more analytically, if at all.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates are likely to present an extensive account of Natural Moral Law.</p> <ul style="list-style-type: none"> <li>• Case studies, if used at all, will be used briefly to illustrate a key point</li> <li>• Candidates are likely to show a strong understanding of the philosophical principles of the theory and may make reference to other sources used – e.g. texts from the anthology</li> <li>• Candidates may consider some modern applications of the theory, such as Proportionalism and modern Roman Catholic approaches.</li> </ul>

Question Number		Indicative content
<b>3(b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to have given one or more strengths or weaknesses of Natural Moral Law but with little careful attention to the demands of the question</li> </ul>
<b>Level 2</b>	4-6	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to express a view regarding the strengths and weaknesses of the theory</li> <li>• they are likely to arrive at a simple conclusion, possibly referring to the wording of the question.</li> </ul>
<b>Level 3</b>	7-9	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to have offered one or more opinions as to the relative strengths and weaknesses of Natural Moral Law</li> <li>• a clearer understanding of the wording of the question is likely to be evident</li> <li>• candidates' responses are likely to be supported by the views of scholars.</li> </ul>
<b>Level 4</b>	10-12	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to have offered clear opinions as to whether Natural Moral Law continues to be successful</li> <li>• they are likely to make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion</li> <li>• the implications of the question will be clearly in focus</li> <li>• the value of alternative theories may be offered by way of contrast.</li> </ul>

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

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

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

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

## Buddhism

Question Number		Indicative content
<b>5 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few biographical details about Ashoka.</li> </ul>
<b>Level 2</b>	5-9	Candidates may examine some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• ideas about Ashoka's conversion to Buddhism</li> <li>• a few basic ideas about this type of Buddhism.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• Ashoka's interpretation of kingship in line with Buddhist ideals</li> <li>• evidence of Buddhist views on social principles</li> <li>• evidence of some Edicts regarding social principles.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• ethical teachings typical of Buddhism</li> <li>• exhortations to be good citizens and applicable to laity and not just the Sangha</li> <li>• the significance of the Dharma in this context</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>5 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of Ashoka's reign.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• examples of social projects</li> <li>• importance of ahimsa.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may argue that: <ul style="list-style-type: none"> <li>• he offered financial support to Buddhists</li> <li>• he built stupas and so helped to establish Buddhism</li> <li>• he encouraged the spread of Buddhism in south-east Asia.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the range of activities and projects to establish Buddhism</li> <li>• the view that he convened the third Buddhist Council to standardise scriptures and to resolve disputes</li> <li>• the significant spread of Buddhism was also tainted with the decline of Buddhism in India after Ashoka's death</li> <li>• scholarly opinions.</li> </ul>

Question Number	Indicative content	
<b>5 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Pure Land Buddhism.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic ideas about Amida</li> <li>• a simple account of faith within the Pure Land tradition.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of devotion to Amida</li> <li>• salvation in Pure Land Buddhism</li> <li>• the importance of nembutsu.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• types of Pure Land traditions</li> <li>• the significance of salvation by grace by faith in Amida</li> <li>• the pivotal role of nembutsu linked to the dharmakaya</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>5 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	A02
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of Zen.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the importance of faith in Pure Land belief</li> <li>• the role of meditation in Zen.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question. Candidates may argue: <ul style="list-style-type: none"> <li>• about the various contrasts between Pure Land and Zen</li> <li>• tariki may be characterised by faith</li> <li>• jiriki may be seen in terms of the emphasis on meditation.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the contrasts between tariki and jiriki</li> <li>• the evidence and reasons to support this contrast</li> <li>• alternative interpretations given the range of different schools within Pure Land and Zen</li> <li>• scholarly opinions.</li> </ul>

Question Number		Indicative content
<b>6 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two analogies about nirvana.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• the basic meaning of nirvana</li> <li>• its context in the Four Noble Truths.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the significance of nirvana as the end of suffering</li> <li>• attempts to talk about nirvana in the set texts</li> <li>• the experience of nirvana.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• the teachings on the set texts on the nature of nirvana</li> <li>• the ideas about the realization of nirvana</li> <li>• key points at issue between Milinda and Nagasena</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>6 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• negative expressions about nirvana.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the view that nirvana is a negative state</li> <li>• the notion that it cannot be described at all.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may argue: <ul style="list-style-type: none"> <li>• that nirvana may not be negative but is transcendent</li> <li>• the problems associated with the experience of nirvana in this life compared to parinirvana</li> <li>• that nirvana may be unconditioned but yet can be attained.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• problems associated with understanding nirvana given the range of different interpretations across Buddhism</li> <li>• the sharp contrasts between Theravada and Mahayana including the view that samsara is no different from nirvana</li> <li>• the view that there may appear to be problems but as a mystical state it is beyond rational analysis</li> <li>• scholarly opinions.</li> </ul>

Question Number	Indicative content	
<b>6 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Bodhisattvas.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• ideas about the Bodhisattva vow</li> <li>• an example of a Bodhisattva.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the role of compassion in the Bodhisattva doctrine</li> <li>• the importance given to wisdom</li> <li>• the links between the Bodhisattva doctrine and the Bodhisattva path.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• types of Bodhisattvas and range of teachings</li> <li>• the postponement of nirvana to assist others via the transfer of karmic merit guided by wisdom and compassion</li> <li>• the ideas about the Bodhisattva in the Lotus Sutra</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>6 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>the devotion given to a Bodhisattva.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>the contrast with the arahant within Theravada</li> <li>some examples of Bodhisattvas who remain within the realm of samsara.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may argue: <ul style="list-style-type: none"> <li>reasons why the Bodhisattva remains within samsara</li> <li>ways in which the Bodhisattva benefits others</li> <li>the contrast between the arahant role and the Bodhisattva vision.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>the essential features of the Bodhisattva as remaining in samsara in order to be of benefit to others and whether this is an accurate summary</li> <li>the view that this is a commendable ideal in terms of putting to one side individual salvation and striving for the liberation of all</li> <li>alternative views that this doctrine may be seen as a critical division between Theravada and Mahayana Buddhism</li> <li>scholarly opinions.</li> </ul>

## Christianity

Question Number		Indicative content
<b>7 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>the formation in 1910 in Edinburgh.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>an outline of the development from the Edinburgh Conference of 1910 to the WCC formation in 1948 in simple detail</li> <li>the response of the Roman Catholic Church to Ecumenism.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>the stages of the development of Ecumenism chronologically</li> <li>the World Council of Churches as epitomising the development of the Ecumenical Movement</li> <li>responses from the Catholic and Orthodox Churches in some detail.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas and stages in the development of the Ecumenical movement. Candidates may: <ul style="list-style-type: none"> <li>present a contextual understanding of Ecumenism</li> <li>outline contributing factors to the success or otherwise of the development of the Ecumenical Movement in recent times</li> <li>consider the view that flexibility and agreement on some issues has not guaranteed closer relationships between Churches on others</li> <li>examine the issues with reference to scholarly opinion.</li> </ul>

Question Number		Indicative content
<b>7 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>the idea that there is more unity in Christianity since 1910.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>there have been significant achievements made e.g. in Northern Ireland</li> <li>Christian Aid week continues to be important and highlights unity.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that the Ecumenical movement has been significant in the modern world. Candidates may argue: <ul style="list-style-type: none"> <li>progress has been made in unity with the formation of many Ecumenical Movements or groups e.g. the United Reformed Church</li> <li>there are closer ties between the Anglican and Roman Catholic Churches on many theological matters</li> <li>the work of movements such as Taize Prayer unites Christians across denominations.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>the significance of the Ecumenical movement highlighting continued hurdles to unity such as over apostolic succession</li> <li>the ability of the Ecumenical movement to resolve issues regarding celibacy and marriage in the priesthood or the ministry of women in some denominations</li> <li>the problems of funding for Ecumenical Movements and Churches Together in the current climate as a hurdle to further unity</li> <li>the changing nature of the relationship between Catholic and Orthodox Churches as evidence of real significance despite many challenges.</li> </ul>

Question Number		Indicative content
<b>7 (b)</b>	<b>(i)</b>	The exemplar for this MS is Bonhoeffer. (18)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• Bonhoeffer's role in the bomb plot.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some ideas from his writings such as the change from pacifism</li> <li>• information on his reaction to the persecution of the Christian Churches in Nazi Germany.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• his idea of Jesus as the 'Man for Others'</li> <li>• ideas from his writings such as cheap grace or religionless Christianity</li> <li>• the notion of suffering discipleship as found in his teachings.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas of Bonhoeffer and his contribution. Candidates may present: <ul style="list-style-type: none"> <li>• his work and teaching including his imprisonment and execution as exemplifying his views on suffering discipleship</li> <li>• a comprehensive account of his work among the Churches and in his writings which may include his letters to pastors serving in the army on the Eastern front</li> <li>• a developed analysis of his teachings showing what influences there were in his writings such as Luther or Barth</li> <li>• the views of scholars on his contribution.</li> </ul>

Question Number	Indicative content	
<b>7 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>the idea he is still studied today as a modern martyr.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>he is a role model for putting faith into action and has led others to do so</li> <li>his teachings have kept Christianity relevant today.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that this contribution has had a significant impact on modern Christianity. Candidates may argue: <ul style="list-style-type: none"> <li>his views greatly influenced Liberation Theology</li> <li>his example of identifying with his people to the point of death is very powerful</li> <li>his involvement in the failed bomb plot and ideas on pacifism engage Christians today in moral dilemmas.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>the ability to assess his contribution because of the incomplete nature of knowledge about his theology</li> <li>his impact on pacifist thought and direct action</li> <li>the misinterpretations of his teaching and the challenges of understanding discipleship today</li> <li>the impact of his early death on understanding his theology and contribution fully.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(i)</b>	(18)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>a few ideas about God revealing himself through the Trinity.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>views on the Trinity from one modern teaching</li> <li>an outline of a second teaching.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>notions of 'economic' or 'immanent' Trinity</li> <li>the roles of members of the Trinity in modern teaching</li> <li>key ideas about relationship in some modern teachings.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the distinctive features. Candidates may examine: <ul style="list-style-type: none"> <li>Barth's three modes of self-revealing Trinity and Rahner's unity-in-plurality view including a distinction in order</li> <li>Schillebeeckx's less Christocentric and more theocentric view and other modern Christian teaching on the Trinity in comparison</li> <li>scholarship and supporting evidence for these positions</li> <li>a variety of teachings on the Trinity and their distinctive elements or contexts.</li> </ul>

question Number		Indicative content
<b>8 (a)</b>	<b>(ii)</b>	(12)
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>the problem of the challenge of tritheism.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>debates over the Trinity characterised the Early Church</li> <li>it remains a central doctrine in Christianity.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that these beliefs are problematic. Candidates may argue: <ul style="list-style-type: none"> <li>understanding the complex doctrine is too challenging today</li> <li>the case for no longer needing the Trinitarian view</li> <li>for the strength of the oneness of God in other Abrahamic faiths.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>the centrality of the Trinity for Christianity and the importance of the Trinity for revelation and salvation</li> <li>the strengths of modern teaching regarding the relation between members and roles of the Trinity</li> <li>the notion that other beliefs may be more problematic</li> <li>the views of modern scholars on these topics.</li> </ul>

Question Number	Indicative content	
<b>8 (b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few basic ideas about these beliefs.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• ideas about the nature of death in general terms</li> <li>• ideas about the nature of eternal life in general terms.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• material on the resurrection of Jesus</li> <li>• a more detailed account of teachings regarding death and eternal life</li> <li>• the meaning of the terms heaven, resurrection, eschatology.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in these beliefs. Candidates may: <ul style="list-style-type: none"> <li>• compare ideas in Biblical texts on eschatology</li> <li>• present a range of textual material demonstrating the key points of the teaching</li> <li>• examine some issues concerning the nature of the soul or a resurrection body</li> <li>• debate the work of scholars on these issues.</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(ii)</b>	(12)
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• belief in the life to come as important for Christians in a simple manner.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the meaning of some Biblical texts is unclear</li> <li>• the significance of these beliefs today.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that these teachings are significant. Candidates may argue: <ul style="list-style-type: none"> <li>• these beliefs are based on revelation and so are significant</li> <li>• differing beliefs suggest differing significance</li> <li>• some aspects of these beliefs impact upon moral behaviour.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• key texts and their significance today</li> <li>• strengths and weaknesses of some of these beliefs</li> <li>• whether some beliefs are more significant than others which may be more problematic</li> <li>• the views of scholars and reach a justifiable conclusion.</li> </ul>

## Hinduism

Question Number	Indicative content	
<b>9 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content : The two exemplars used in this markscheme are Dayananda Sarasvati and Sri Radhakrishnan</b>		
Level	Mark	AO1
		If candidates examine only one contributor they normally cannot proceed to level 3.
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two biographical features of Dayananda Sarasvati.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few basic features about Dayananda Sarasvati</li> <li>• some simple ideas about Sri Radhakrishnan.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• ideas about the restoration of Vedic religion in Dayananda Sarasvati</li> <li>• Sri Radhakrishnan and the belief that there are many forms of faith in God.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• an explicit comparison between Dayananda Sarasvati and Sri Radhakrishnan</li> <li>• the importance of the tensions between a return to Vedic traditions compared to a more inclusive approach</li> <li>• the implications for an understanding of the Hindu renaissance</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>9 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two contributions by Sri Radhakrishnan.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• some contributions of Sri Radhakrishnan</li> <li>• a few contributions of Dayanada Sarasvati.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may argue: <ul style="list-style-type: none"> <li>• for the importance of sanatana dharma in modern Hinduism</li> <li>• the relationship between Sri Radhakrishnan and the unchanging nature of Hinduism</li> <li>• the links between Dayanada Sarasvati and sanatana dharma.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• some positive implications from the tension between Hindutva and inclusive positions</li> <li>• some negative issues from this tension</li> <li>• implications for an understanding of sanatana dharma between Arya Samaj and neo-Vedanta movements</li> <li>• scholarly opinions.</li> </ul>

Question Number		Indicative content
<b>9 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two biographical features of Gandhi.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a limited account of Gandhi's views about the West</li> <li>• a basic view of Gandhi's support for Hindu values.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a few reasons why he rejected Western values</li> <li>• the founding of Satyagraha Ashram</li> <li>• a few details of his political work in India.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas such as: <ul style="list-style-type: none"> <li>• reasons for the rejection of Western values coupled with an aim to reinstate a Hindu life style and spiritual values</li> <li>• the significance of some of his campaigns related to the question</li> <li>• some of his principles underpinning these aims</li> <li>• scholarly contributions.</li> </ul>

Question Number		Indicative content
<b>9(b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two problems faced by Gandhi.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• an account of some political problems he encountered</li> <li>• examples of religious opposition.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that Gandhi was primarily a religious leader. Candidates may argue about: <ul style="list-style-type: none"> <li>• the impact of Partition on Gandhi</li> <li>• the significance of religious opposition</li> <li>• the success or otherwise of his aims.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the combination of political and religious forces against Gandhi and their effect on him</li> <li>• Gandhi's varied responses to these forces</li> <li>• the significance of Gandhi's overall work in India and on the world stage</li> <li>• scholarly contributions.</li> </ul>

Question Number		Indicative content
<b>10 (a)</b>	<b>(i)</b>	I(18)
<b>Indicative content</b> If candidates examine one topic they normally cannot proceed beyond level 2.		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two ideas about Hindu practices.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• an idea about samsara as the cycle of life</li> <li>• its links with birth and death.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some Upanishadic ideas about samsara linked to karma</li> <li>• beliefs about liberation from samsara and union with Brahman</li> <li>• ways of achieving moksha.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• key ideas about both samsara and moksha with clear ideas and explanations</li> <li>• the contributions of the set texts to these key ideas used in these passages</li> <li>• major shifts of emphases during the development of Hinduism <ul style="list-style-type: none"> <li>concerning the interpretations of these beliefs and their implications</li> </ul> </li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>10 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b> the example selected here is Hindu morality.		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two illustrations of Hindu morality.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• links with karma and reincarnation</li> <li>• beliefs about correct performance of dharma.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the notion of the extent to which dharma may indicate that Hinduism is a way of life. Candidates may argue that: <ul style="list-style-type: none"> <li>• some values are important in Hindu morality such as duty to dharma and the importance of rta</li> <li>• implications for varnashramadharma</li> <li>• negative implications in terms of social justice if this is seen as karma in operation and differing opinions.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• implications of samsara and moksha on Hindu morality regarding sanatana dharma and its universality</li> <li>• positive and negative implications for moral development and improving social justice</li> <li>• selective use of set texts such as the advice of Krishna to Arjuna in the Bhagavad Gita</li> <li>• scholarly opinions.</li> </ul>

Question Number	Indicative content	
<b>10 (b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two incidents in the Bhagavad Gita.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• the roles of Arjuna and Krishna</li> <li>• conflict between doing one's duty and killing one's own kin.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of doing one's duty</li> <li>• beliefs about duty relative to one's situation in life</li> <li>• the value of promoting solidarity in society.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• the central role of value of devotion to Vishnu</li> <li>• the value of accepting the world as it is coupled with a type of renunciation</li> <li>• the importance of Krishna</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>10 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas in the Bhagavad Gita.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• controversies about war and peace</li> <li>• different views about the Hare Krishna movement.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the notion of the extent to which dharma may indicate that Hinduism is a way of life. Candidates may argue that: <ul style="list-style-type: none"> <li>• there is a contrast between Upanishadic emphasis on human individuality compared to the importance of society in the Bhagavad Gita</li> <li>• a stress on detachment may be difficult to maintain</li> <li>• there are legitimately different views about ahimsa and war compared to those found in the Bhagavad Gita.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• some contentious ideas such as an acceptance of the world and engagement with it compared to some Upanishadic beliefs about the world as maya</li> <li>• that the Bhagavad Gita attempts to reconcile too many complex and different belief systems</li> <li>• the idea that the interpretations of the Bhagavad Gita are open to opposing views</li> <li>• scholarly opinions.</li> </ul>

## Islam

Question Number		Indicative content
<b>11 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features about the last days of Muhammad.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic summary of succession to Muhammad</li> <li>• a simple version of a few features of the Rightly Guided Caliphs.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• features of the expansion of Islam</li> <li>• strengths and conflicts associated with the first four Rightly Guided Caliphs</li> <li>• key aspects of the Sunni/Shi'ah schism.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• evidence to support the view that Islam developed from strength to strength including the expansion under Abu Bakr and the standardisation of the Qur'an under 'Uthman</li> <li>• evidence to illustrate the serious internal conflicts such as tensions between Abu Bakr and 'Ali and assassinations</li> <li>• the strengths and conflicts related to the 'Umayyad and 'Abbasid dynasties</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>11 (a) (ii)</b>		(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about the spread of Islam.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the origins of the division between Sunni and Shi'ah Islam</li> <li>• key issues concerning succession.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may argue about the: <ul style="list-style-type: none"> <li>• important issues related to different views about the Qur'an</li> <li>• authority of the Imams</li> <li>• status of the Sunnah.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the claim that the differences of belief between Sunni and Shi'ah are significant for the development of Islam with substantive evidence</li> <li>• particular focus may focus on views about war and on interpretations of the law</li> <li>• areas of shared beliefs and influence of Shi'ite belief on Sunni thinking</li> <li>• scholarly opinions.</li> </ul>

Question Number		Indicative content
<b>11 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b> Saudi Arabia is selected as the example.		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>the majority of the population is Muslim.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>the information that the majority are Sunni with a small percentage of Shi'ah Muslims</li> <li>the influence of the Salafiyya tradition.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine the: <ul style="list-style-type: none"> <li>historical and religious importance of Makkah and al-Madinah</li> <li>historical tradition of monarchy</li> <li>religious and historical status of Shari'ah law.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas such as: <ul style="list-style-type: none"> <li>a long established Islamic heritage in which history and Islam intertwine</li> <li>links with other Islamic states and issues related to Israel</li> <li>a range of influences on Saudi Arabia in relation to its unique place in Muslim belief and practice</li> <li>scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>11 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>the focus on wealth in Saudi Arabia.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>problems about accidents at the Hajj</li> <li>punishments influenced by Shariah law given to Western workers.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner problems associated with the expression of Islam within the selected state. Candidates may argue that: <ul style="list-style-type: none"> <li>the oil reserves allow Saudi Arabia to be a prominent player in the international community</li> <li>disputes within the ruling dynasty are important</li> <li>the impact of secular culture is becoming more of an issue.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>the key problems associated with the expression of Islam in Saudi Arabia, notably the interactions between its religious context and secular, democratic influences</li> <li>the interpretation of the Shariah within the Kingdom</li> <li>the significant impact from political and cultural changes on Islamic belief and practice</li> <li>scholarly opinions.</li> </ul>

Question Number	Indicative content	
<b>12 (a) (i)</b>		<b>(18)</b>
<b>Indicative content</b> If candidates answer less than three beliefs they cannot normally proceed beyond level 2. If they answer more than 3 read all the material and credit the best three.		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two ideas about the Qur'an.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a simple outline of Allah as one</li> <li>• its use in the call to prayer.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• tawhid and its importance</li> <li>• notions of Allah as creator</li> <li>• the view that there can be no images of Allah.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas such as: <ul style="list-style-type: none"> <li>• the significance of tawhid across Islamic belief and practice</li> <li>• Allah as creator and sustainer</li> <li>• Allah's omnipotence and the Day of Judgement</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>12 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two different Islamic groups.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• ideas about those who reject the message of Allah</li> <li>• views about revelations to Musa and Ibrahim.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the implications for those who believe and those who do not. Candidates may argue that: <ul style="list-style-type: none"> <li>• there are different interpretations of shirk</li> <li>• there are issues about the relationships with other religious traditions</li> <li>• there are different beliefs about the Qur'an being uncreated or created.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• views about whether Allah has attributes</li> <li>• controversies within kalam such as the relationship between Allah and the Qur'an</li> <li>• views about the transcendence and immanence of Allah</li> <li>• scholarly opinions.</li> </ul>

Question Number	Indicative content	
<b>12 (b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of religious experience.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• examples of religious experiences across Sufi traditions</li> <li>• one or two practices that promote mysticism such as the whirling dervishes.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the emphasis on purity of heart via mysticism rather than ritual</li> <li>• the importance of the shaykhs and their authority</li> <li>• the idea that mysticism encouraged the spread of Islam.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas such as: <ul style="list-style-type: none"> <li>• mysticism aims to develop spirituality compared to some of the practices of Islam</li> <li>• union with God as a type of monism</li> <li>• significance of some key figures such as Jalal ad-Din al-Rumi</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>12 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• examples of miracles within Sufism.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• use of symbolism, such as wine and cup attracting opposition from some Islamic traditions</li> <li>• some Sufi schools follow the charismatic authority of their own saints over that of jurists.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may argue: <ul style="list-style-type: none"> <li>• that some Sufi schools have a Sunni emphasis</li> <li>• other Sufi schools have a Shi'ah emphasis</li> <li>• that experience as the source of divine knowledge is favoured over the restrictions of the Shariah.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• opposition from various Islamic traditions but an acceptance by some key figures such as al-Ghazali</li> <li>• a range of different schools within Sufism such as theist, monist and pantheist</li> <li>• different cultural emphases including music and dance and opposition from some Islamic schools</li> <li>• scholarly opinions.</li> </ul>

## Judaism

Question Number		Indicative content
<b>13 (a)</b>	<b>(i)</b>	<b>(18)</b>
<p><b>Indicative content</b> Moses Mendelssohn and Samson Raphael Hirsch are selected as exemplars. If candidates examine one figure they cannot normally proceed to level 2. If they examine all three read all the material and credit the best two.</p>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may identify a few features without evidence of understanding their significance. Candidates may mention:</p> <ul style="list-style-type: none"> <li>• one or two biographical incidents.</li> </ul>
<b>Level 2</b>	5-9	<p>Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present:</p> <ul style="list-style-type: none"> <li>• the view that Samson Raphael Hirsch was strongly influenced by Jewish traditions</li> <li>• the importance of the study of the Talmud alongside secular studies.</li> </ul>
<b>Level 3</b>	10-14	<p>Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• how Moses Mendelssohn valued the importance of reason and Enlightenment values coupled with Jewish beliefs</li> <li>• the way in which Hirsch linked religious traditions with an emphasis on the Torah coupled with secular education</li> <li>• the different emphases concerning the quotation in the question from Reform (Mendelssohn) and Orthodox (Hirsch) positions</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the view that Mendelssohn was influenced by Jewish beliefs such as the existence of God and life after death and he used Enlightenment methods to support his religious views</li> <li>• Hirsch's emphasis on the view that the Torah is maximised in partnership with worldly involvement but with a foundation in Orthodox thinking</li> <li>• the contrasts between early Reform thinkers and Orthodox views related to the quotation</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>13 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of a Reform synagogue.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• movements in Germany led to a growth in Reform Judaism</li> <li>• about the spread of Reform world-wide and especially in America.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the significance of one of these figures. Candidates may argue that: <ul style="list-style-type: none"> <li>• the context of the diaspora highlighted issues about Jewish identity</li> <li>• there were different Orthodox emphases in beliefs and practices during this period</li> <li>• the distinctive stances of the writings of Mendelssohn and Hirsch influenced subsequent schools of thought.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• issues related to observing the Jewish Law coupled with keeping to the law of the country with significantly different stances between Jewish movements</li> <li>• some Enlightenment developments linked to a range of Reform movements plus secular Judaism</li> <li>• the range of Orthodox positions with some polarity of movements in relation to adherence to Jewish traditions of belief and practice</li> <li>• scholarly opinions.</li> </ul>

Question Number	Indicative content	
<b>13 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two ideas about the state of Israel.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• the importance of Zion</li> <li>• ideas about anti-Semitism and its implications.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine the: <ul style="list-style-type: none"> <li>• influence of Theodor Herzl</li> <li>• aim of national liberation for Jews</li> <li>• Jewish tradition and the status of the 'chosen land'.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• the aims of Zionism in the Basel Programme</li> <li>• types of Zionist ideals including political and religious Zionism and hence complex aims</li> <li>• events leading to the founding of the State of Israel and the view of a secure home</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>13 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of Jewish life in Israel.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner about the: <ul style="list-style-type: none"> <li>• various factors behind the formation of the state of Israel</li> <li>• Jewish presence in Palestine during the inter-war years.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may consider: <ul style="list-style-type: none"> <li>• that there is no state religion in Israel and its implications for religious freedom</li> <li>• ideas about nationalism and protection</li> <li>• Middle-Eastern tensions vis-a-vis religious freedom.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• disagreements about Zionist aims and implications for religious freedom</li> <li>• the idea that religious freedom is guaranteed to all given the considerable emphasis on secular Judaism in Israel</li> <li>• views that Judaism is being reformulated in Israel with many different traditions and the implications of this for religious freedom</li> <li>• scholarly opinions.</li> </ul>

Question Number		Indicative content
<b>14 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b> If candidates examine fewer than four ideas they cannot normally proceed beyond level 2. If they examine more than four ideas read all the material and credit the best four.		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two ideas about creation.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• ideas about God as Creator and Guide</li> <li>• the view that God alone is one.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine that: <ul style="list-style-type: none"> <li>• God needs no other and is the cause of all existence</li> <li>• God is eternal and free from all properties of matter</li> <li>• there can be no image of God and all language about God is anthropomorphic.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• the view that overall these Principles of Faith represent a summary of the fundamental teachings of Judaism and Rambam aimed to eliminate error</li> <li>• theological ideas about the belief in the truth of the entire Torah and the words of Moses and prophets</li> <li>• the belief in God who rewards and punishes and will send the Messiah</li> <li>• scholarly contributions.</li> </ul>

Question Number	Indicative content	
<b>14 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two biographical details about Maimonides.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a basic view of his works</li> <li>• his interest in philosophy and religion.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question. Candidates may argue that: <ul style="list-style-type: none"> <li>• he had an interest in Greek philosophy</li> <li>• he explained the meaning of key terms in the Torah</li> <li>• he used the cosmological argument for the existence of God.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the attempts by Maimonides to justify Jewish beliefs by rational arguments influenced by Aristotle</li> <li>• some controversial views against Maimonides included the notion that he may have minimised the need to study the Torah</li> <li>• the purpose of Maimonides' work addressed to Jewish intellectuals using reason, logic and various theories</li> <li>• scholarly opinion.</li> </ul>

Question Number	Indicative content	
<b>14 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two details about the dress code of the Chasidim.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• an emphasis on the love of God</li> <li>• the view that this contrasts with formal rituals of worship.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• attempts to experience the mystical presence of God</li> <li>• some ideas linked to visions</li> <li>• Baal Shem Tov and his emphasis on the holiness of human existence.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected content. Candidates may examine: <ul style="list-style-type: none"> <li>• various emphases on mysticism related to different types of Chasidism aiming for communion with God</li> <li>• the rejection of asceticism in favour of the value of ordinary bodily existence with worship aimed to produce ecstasy</li> <li>• the conservative emphasis linked to the value of mysticism</li> <li>• scholarly contributions.</li> </ul>

Question Number		Indicative content
<b>14 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of Chasidic worship.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• criticisms of an emphasis on dancing and joyfulness</li> <li>• Chasidic practices are not always carried out in synagogues.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the ideas in the question: Candidates may argue that: <ul style="list-style-type: none"> <li>• the emphasis on piety over learning attracts some Jewish criticisms</li> <li>• the focus on mysticism may undermine the authority of the Torah</li> <li>• the tendency towards ultra-conservatism has been criticised by Reform movements.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the view that there is considerable opposition between Jewish traditions and Chasidism and the reasons for this</li> <li>• the scale of controversy in America between Chasidism and a range of Jewish traditions</li> <li>• the contributions of Martin Buber to this conflict in relation to the view that Chasidism could be a healing agent between Judaism and humanity related to key issues in human relationships</li> <li>• scholarly opinions.</li> </ul>

## Sikhism

Question Number		Indicative content
<b>15 (a)</b>	<b>(i)</b>	If candidates examine only one movement they cannot normally proceed beyond level 2  (18)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>the role of chains of charismatic saints.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>the historic role of the Sarbat Khalsa</li> <li>ideals of equality and democracy within the Khalsa.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>affirmation of unique rites of passage culminating in the Anand Marriage Act</li> <li>promotion of elections for authoritative positions as the only valid expression of equality among Sikhs</li> <li>promotion of the Khalsa as the authentic Sikh identity.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>the explicit references to the Singh Sabha movement by scholars working in, or alongside, the Institute of Sikh Studies emphasising the prophetic, original and unique character of Sikhism</li> <li>tension between charismatic saints and those who support the Rahit Maryada promulgated from the Akal Takht</li> <li>the conscious use of Indic and Vedantic lens by some charismatic groups</li> <li>the issue of eligibility to vote in elections for gurdwaras highlighting definitional issues about Sikh identity.</li> </ul>

Question Number		Indicative content
<b>15 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>arguments over vegetarianism may confuse young Sikhs.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative views such as: <ul style="list-style-type: none"> <li>charismatic groups may feel that traditions are being undermined by reformers</li> <li>those who support the Rahit Maryada promoted by the Akal Takht may argue that issues settled in that document should not be raised again.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> <li>the need for a systematic theology in order to explain the religion to official bodies</li> <li>the gap between the lived experience of many adherents and the portrayal of an idealised Sikh life</li> <li>concerns about continuity of belief in future generations.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> <li>tension between the authorities in India and the diaspora, for example, in relation to tables and chairs in the langar in Britain</li> <li>the argument that the Rahit Maryada is a political document approving the lowest common denominator among divergent rites or practices to ensure inclusion, for example, with regard to hymns for daily use</li> <li>difficulties of maintaining the Khalsa form in diasporic communities</li> <li>mushrooming of charismatic saints leading to increasing diversity in practice.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(i)</b>	(18)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>increasing incidence of inter faith marriages leading to arguments about use of the practice of Anand Karaj for such ceremonies.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>changing values in society being reflected in diasporic communities, for example, in relation to divorce</li> <li>the need to create or review beliefs, for example, in relation to homosexuality.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>discrimination leading to a reduction in the numbers of Sikhs maintaining the Khalsa form</li> <li>integration into the national culture resulting in a distinctive British Sikhism in relation to optional practices such as offering tables and chairs as well as floor seating in the langar hall</li> <li>developing responses to scientific and moral issues, for example, evolution and genetic modification.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>the wide ranging study of scholars such as Gurharpal Singh and Tatla in relation to the British Sikh experience</li> <li>the work of Khalsa Aid borrowing and responding to initiatives such as Christian Aid from within the tradition</li> <li>activism and work of scholars such as Nicky-Guninder Kaur which emphasise the feminist character of Sikh thought</li> <li>the issue of continuity in relation to inter-faith marriage and use of Punjabi as a liturgical language.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>Candidates may offer a descriptive answer such as:</p> <ul style="list-style-type: none"> <li>• a large proportion of male Sikhs cut their hair.</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates may refer to alternative approaches such as:</p> <ul style="list-style-type: none"> <li>• gurdwaras increasingly offer large screens with transliteration and translation in response to declining understanding of Punjabi among young Sikhs</li> <li>• there is a gap in attendance at gurdwaras between the late teenage years and young families.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to:</p> <ul style="list-style-type: none"> <li>• continuing widespread support for legal struggles for the right to wear the five Ks</li> <li>• the increasing number of children born from mixed race marriages challenging any ethnic basis of Sikh identity</li> <li>• how interaction with British culture has led some Sikhs to distinguish between Sikh and Punjabi identities.</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning including factors such as:</p> <ul style="list-style-type: none"> <li>• how high levels of concentration of housing has reduced the impact of non-Sikh cultures</li> <li>• the emergence of Sikhism in a cultural world shared with Hinduism, Islam, Buddhism and Jainism so that interacting with non-Sikhs is not a new phenomena</li> <li>• the continuing use of Punjabi as the language of liturgy</li> <li>• the historic diversity of Sikh identity through the work of scholars such as Oberoi.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(i)</b>	(18)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>• Sikhs should take part in politics.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>• Sikh gurdwaras are centres of political activity</li> <li>• that political groups should reflect Sikh interests.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>• McLeod's argument that miri-piri developed as a doctrine to rationalise social changes in the composition of the Sikh community</li> <li>• the Singh Sabha movement emphasising the connection between Guru Nanak's ideal of the householder saint and Guru Gobind Singh's ideal of the saint-soldier</li> <li>• the development of the Akali Dal by the Singh Sabha movement.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>• the use of miri-piri to justify the campaign for Khalistan in terms of defending the people</li> <li>• the Singh Sabha emphasising the concept of miri-piri as the distinctive feature of the Sikh ideology</li> <li>• engagement in politics by the Gurus</li> <li>• the claim from writers associated with the Institute of Sikh Studies that some non-Sikh scholars cannot understand (verstehen) the motive force of Sikh history as they regard politics and spirituality as fundamentally separable, and not as a unity.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>members of the Khalsa follow the ideal of the saint-soldier and so carry a kirpan (sword).</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> <li>the ideal of the saint-soldier does not imply that violence is a good thing</li> <li>a knight of the Khalsa is defined as someone who rejects the doctrine of non-violence.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that: <ul style="list-style-type: none"> <li>there are strands within the Sikh community that promote pacifism, e.g. Namdharis</li> <li>giving material form to spiritual ideas, for example, the defence of innocents in an armed conflict, may require armed force</li> <li>miri-piri implies that the use of violence is a last resort to be used only when non-violent means have been exhausted, so methods associated with pacifists can be used, for example, the non-violent mass movement against religious persecution led by Guru Tegh Bahadur.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> <li>McLeod discusses the turn from pacifism under Guru Hargobind who created the doctrine of miri-piri</li> <li>there are groups of Sikhs that have never been involved in warfare</li> <li>the rejection of pacifism does not imply militarism</li> <li>Owen Cole's argument that pacifism was never an issue for the Gurus, they used whatever means were needed.</li> </ul>



Question Number		Indicative content
<b>16 (b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>• how to connect with the divine.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>• the powerlessness of humans and the consequent reliance on grace</li> <li>• the five stages of spiritual realisation.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>• references to the practices of existing groups, such as the Ai Panth</li> <li>• the linked processes of singing with, listening to and acknowledging the Word</li> <li>• emphasising the necessarily limited knowledge of human beings, religious scriptures and priests.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>• promotion of religious experience as the only method of knowledge about the divine</li> <li>• the necessity of language to provide concepts for understanding the divine and the inability of language to fully contain the divine</li> <li>• the cultivation of virtue to replace ritual purifications and prescribed actions</li> <li>• the work of grace (gurprasad) in the world.</li> </ul>
Question Number		Indicative content
<b>16 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>• it is often considered a summary of Sikh teachings.</li> </ul>

<b>Level 2</b>	4-6	<p>Candidates may refer to alternative approaches such as:</p> <ul style="list-style-type: none"> <li>• there are more than 1400 other pages that tell Sikhs about the divine</li> <li>• the Japji is the first hymn in the Guru Granth Sahib so it is the most important.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as arguments that:</p> <ul style="list-style-type: none"> <li>• uniquely, it has no author assigned to it so that its author is the divine itself</li> <li>• it is the morning prayer established in the Guru Granth Sahib so it contains all the themes that are needed for the day ahead</li> <li>• the evening prayers contain different themes, for example, thinking of death as the wedding day.</li> <li>•</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning concerning:</p> <ul style="list-style-type: none"> <li>• the argument that it was revealed immediately after Guru Nanak's meeting with the divine in the river Bein so it contained the essence of the message he was given</li> <li>• according to the code of conduct the Japji is only one of several morning prayers so it is not more important than them</li> <li>• the Dasam Granth contains additional themes about the divine</li> <li>• the Khalsa is the form of Sikh spirituality and they must follow the code of conduct, not just the Japji.</li> </ul>

## New Testament

Question Number		Indicative content
<b>17(a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level, candidates are likely to rely on basic description of one or more key features of the teachings: <ul style="list-style-type: none"> <li>for Luke, they may refer to parables of the Kingdom, or the use of Logos in the Prologue.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates are likely to have correctly identified some key features and offer something of their significance: <ul style="list-style-type: none"> <li>for the Fourth Gospel, they may describe the Prologue as the key to unlock the Gospel</li> <li>for Luke, they may consider how the Kingdom can be known through signs and wonders.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to focus more on particular aspects of the teaching and less on narrative re-telling: <ul style="list-style-type: none"> <li>they may be able to offer some insight into the background of the teachings or the symbolism used</li> <li>for Luke, they may speak of the Kingdom being both present and future</li> <li>for the Fourth Gospel, they may consider how conflict is anticipated in the Prologue.</li> </ul>
<b>Level 4</b>	15-18	At this level: <ul style="list-style-type: none"> <li>candidates for Luke's Gospel are likely to offer a detailed and accurate account of Jesus' teaching on the Kingdom</li> <li>they may show an understanding of key terms such as salvation or eschatology and the influence of Judaism on these teachings</li> <li>for the Prologue, candidates are likely to deal confidently with a range of teaching, such as the Logos, children of God, light and dark, replacement theology</li> <li>use of scholarship is likely to be accurate and appropriately used.</li> </ul>

Question Number		Indicative content
<b>17 (a)</b>	<b>(ii)</b>	
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about the content of the material, with little understanding of how they relate to the rest of the Gospel. They may rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	<p>At this level, candidates are likely to express a simple view regarding the relationship of the teachings to the themes of the gospel:</p> <ul style="list-style-type: none"> <li>• for Luke they may consider that the Kingdom is embodied in Jesus</li> <li>• for the Fourth Gospel they may identify one theme which is picked up later in the Gospel.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level, candidates are likely to offer one or more opinions on the relationship between the teachings and the themes of the gospel:</p> <ul style="list-style-type: none"> <li>• candidates may make reference to scholarly views about the significance of the teaching</li> <li>• for Luke, they may consider the challenge which teaching on the Kingdom lays down to the religious authorities and to the reader</li> <li>• for the Fourth Gospel, they may consider how the Prologue identifies the person of Jesus at the start of the Gospel.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level, candidates are likely to offer clear and evaluative opinions on the relationship between this teaching and the themes of the Gospel:</p> <ul style="list-style-type: none"> <li>• they are likely to make use of key scholarly contributions and personal opinion, arriving at a balanced conclusion</li> <li>• the significance of these teachings compared to others in the gospel may be considered</li> <li>• for Luke, candidates may consider how the teaching impacted on the early church after Jesus' ascension</li> <li>• for the Fourth Gospel, they may consider how the Prologue makes it possible for the reader to avoid the mistakes made by characters in the Gospel.</li> </ul>

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

Question Number	Indicative content	
<b>17 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	A02
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about other purposes of the gospel or to rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to offer one or more opinions on the possible different purposes of the author</li> <li>• they are likely to weigh up different possibilities and reach a conclusion substantiated by personal opinion.</li> </ul>
<b>Level 3</b>	7-9	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to offer one or more opinions on the possible different purposes of the author</li> <li>• they are likely to weigh up different possibilities suggesting some strengths and weaknesses of each</li> <li>• they are likely to reach a conclusion substantiated to some extent by personal opinion or scholarly views.</li> </ul>
<b>Level 4</b>	10-12	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to offer clear opinions of the different views and theories concerning possible purposes</li> <li>• use of key scholars is likely to be competent</li> <li>• candidates may typically pay attention to the wording of the question, possibly distinguishing between other 'significant' purposes and other, presumably less important, purposes</li> <li>• personal opinion is likely to be informed, leading to a balanced conclusion.</li> </ul>

Question Number		Indicative content
<b>18(a)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show some simple knowledge of some of the relevant textual narrative, expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level candidates may refer to relevant textual material in more detail and with more understanding of the nature of the conflict:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates may consider the challenges by the Pharisees regarding the Sabbath</li> <li>• for the Fourth Gospel, candidates may consider the confrontations between Jesus and the Pharisees regarding the healing of the blind man.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to offer a reasonably full understanding and knowledge of the textual material and background to it:</p> <ul style="list-style-type: none"> <li>• they may make accurate reference to the Old Testament and the situation at the time of the gospel which lead to conflict</li> <li>• candidates may show some understanding of the motives of the religious authorities in their opposition to Jesus</li> <li>• they are likely to make a clear distinction between religious and political authorities and the reasons for their opposition to Jesus.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views, with answers showing a balanced consideration of the motives of the religious and political authorities:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views</li> <li>• answers are likely to show a balanced consideration of the motives of the religious and political authorities and the purpose of the writer of the Gospel</li> <li>• a greater awareness of the theological implications of the reasons why Jesus had to die is likely to be evident</li> <li>• a balanced conclusion regarding the causes of conflict may be reached.</li> </ul>

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

Question Number	Indicative content	
<b>18(b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level: <ul style="list-style-type: none"> <li>• candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance: <ul style="list-style-type: none"> <li>• for Luke, they may refer to Jesus' forgiveness of his executioner</li> <li>• for the Fourth Gospel, they may refer to the use of Old Testament fulfilment motifs.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to demonstrate a reasonably full knowledge and understanding of the text: <ul style="list-style-type: none"> <li>• they may be able to relate its ideas to Old Testament background and religious symbolism and the views of scholars</li> <li>• for Luke, they may refer to the role of women</li> <li>• for the Fourth Gospel, they may refer to the spear thrust and blood and water.</li> </ul>
<b>Level 4</b>	15-18	At this level, candidates are likely to show a clear and full understanding of the selected symbolic features and offer a range of views concerning their meaning: <ul style="list-style-type: none"> <li>• candidates may be able to relate these features to other aspects of the gospel;</li> <li>• for Luke, they may refer to the theme of Jesus' innocence</li> <li>• for the Fourth Gospel, they may refer to the witness at the foot of the cross;</li> <li>• for both Gospels, they are likely to show an understanding of how the evangelist makes the narrative of the crucifixion distinctive.</li> </ul>

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

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