



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Religious Studies (6RS03/01)
Paper 3: Religious Studies - 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	Some relevant knowledge deployed as evidence or examples to show a basic understanding of some of the issue(s) raised by the task, though limited in scope and imprecisely expressed.	1-4

The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.

Low Level 1: 1 mark

shows limited awareness of issue(s) raised by the task; evidence or example(s) are tangential to the task; knowledge selected as evidence or examples is random, isolated and minimal in scope; expression lacks clarity, but the response is not worthless

Mid Level 1: 2 marks

shows a limited but clear awareness of the issue(s); some of the evidence or example(s) given are relevant to the task; knowledge selected is fragmentary, but contains valid material; expression is imprecise

High Level 1: 3-4 marks

shows a basic understanding of the issue(s); evidence or example(s) are mostly relevant to the task; knowledge selected is accurate and appropriate but limited in scope; expression has some limited clarity but remains imprecise

- 2 A sufficient range of evidence and/or examples to 5-9**
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.

Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.

Low Level 2: 5 marks

shows a simple but straightforward awareness of some of the issue(s); supported by suitable and relevant evidence or example(s); knowledge selected to show awareness of some key ideas or concepts; expression lacks clarity but the overall meaning is accessible

Mid Level 2: 6-7 marks

shows a clear awareness of some of the issue(s); supported by some well-chosen and pertinent example(s) or evidence; knowledge selected shows basic understanding of some key ideas or concepts; expressed with some accuracy to make the meaning clear

High Level 2: 8-9 marks

shows a basic understanding of the issue(s); supported by relevant and carefully chosen evidence or examples; knowledge selected shows a sound understanding of some key ideas or concepts, but limited in terms of the scope of the task; expressed with sufficient accuracy to make the meaning clear

- 3 Relevant evidence and examples used to produce a 10-14**
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.

The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.

Low Level 3: 10 marks

identifies and shows a general understanding of some of the main issue(s); uses relevant evidence and examples as the basis for an organised response to the task; knowledge selected shows some evidence of breadth and/or depth of understanding; a generally clear account using some technical terms

Mid Level 3: 11-12 marks

shows a broad and/or in depth understanding of some of the main issue(s); an organised response to the task deploying evidence and examples carefully; knowledge selected shows sufficient evidence of breadth and/or depth of understanding; expressed clearly using some technical vocabulary

High Level 3: 13-14 marks

offers a broad and/or in depth understanding of the main issue(s); evidence and examples selected to produce a well-organised account; knowledge includes detail and/or general ideas; expressed clearly and accurately using technical vocabulary

- 4 A coherent response to the task including a good 15-
range of relevant evidence presented within a clear 18
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.**

The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Low Level 4: 15 marks

presents a generally clear understanding of the main issue(s); a well organised account with a range of evidence and examples to support understanding; draws together broad and/or detailed ideas into a generally concise structure; expressed clearly using technical language

Mid Level 4: 16 marks

presents explanations to show understanding of the main issue(s); a range of examples and relevant evidence are deployed to give a clear and concise structure; understanding is shown by fluency in the use of appropriate ideas and concepts; expressed accurately and clearly using technical language widely

High Level 4: 17-18 marks

a comprehensive response to the task; with a clear focus and emphasis on explaining and developing the main issues; supported by a range of examples and evidence to show breadth and/or depth of understanding; a clear and concise structure built around key ideas; expressed lucidly, using technical vocabulary with facility

Assessment Objective 2

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

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

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

Philosophy of Religion

Question Number		Indicative content
1 (a)	(i)	(18)
Indicative content: Candidates may use arguments for the existence of God and these criticisms may be adapted to answer this question.		
Level	• Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: a general account of criticisms against religious belief.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: - an example of an atheistic position; - a simple interpretation of the problem of suffering showing the non-existence of God.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: - the criticism of evidence used to believe in God; - the limitation of using reason to transcend the empirical world; - the conceptual problems of what may be meant by the 'non-existence of God'.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the key ideas of two critiques of religion belief. Candidates are likely to deploy their material on the contributions of various scholars; showing a clear understanding of these critiques. Candidates may examine: - the diversity of stances used to argue for the non-existence of God; - the evidence from the human and natural world indicating their incompatibility with the existence of 'God'; - alternative explanations relating to deism and pantheism - scholarly contributions to this topic.

Question Number		Indicative content
1 (a)	(ii)	(12)
Indicative content: If candidates discuss more than one critique read all the material and credit the best one. The one example used in this M/S is Freud.		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas that lack clarification. Candidates may refer to: one or two examples of belief in illusions.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: the limitations of Freud's evidence.
Level 3	7-9	Candidates may assess in a purposeful manner the view that one of these critiques demonstrates that there is no God. Candidates may argue: - the problems of Freud's interpretation of religion; - the difficulties of Freud's interpretation of neurosis; - the problems of links between childhood and adult thinking.
Level 4	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - an appraisal of key ideas in Freud's works and scholarly criticisms; - critical views on key ideas such as the unconscious mind and wish-fulfilment; - alternative explanations to guilt and God as a father figure; - scholarly contributions to this topic.

Question Number		Indicative content
1 (b)	(i)	(18)
Indicative content If candidates examine fewer than three concepts they cannot normally progress into level three. If they examine more than three concepts read all the material and credit the best three. The exemplar used in this M/S is the ontological argument		
Level	Mark	A01
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • one or two brief ideas about the ontological argument.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • a simple version of an ontological argument; • a basic idea about the term 'existence'.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • the definition of 'God'; • deductive reasoning throughout the whole structure of the argument; • conclusions about the existence of God.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, examining the essential ideas in the selected argument. Candidates may examine: • the definition of aseity; • distinctive features of deductive reasoning in this unique existential context; • logical coherence of the conclusion; • scholarly contributions to this topic.

Question Number		Indicative content
1 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: one or two ideas about God and existence.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - the features relating to the definition of God; - the problems of the 'fool'.
Level 3	7-9	Candidates may assess in a purposeful manner the view that this argument has its strengths. Candidates may argue: - the logical strength of deductive reasoning; - for the unique case of necessary existence; - about Anselm's criticisms of Gaunilo.
Level 4	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the strategic importance of a proof within a context of prayer; - the overall logical rigour of the argument; - strengths of reformulations of the argument in the face of potential criticisms; - scholarly contributions.

Question Number		Indicative content
2 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine only one idea they cannot normally proceed to level 3. If they examine more than two read all the material and credit the best two. The two selected here are resurrection and rebirth
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • one or two stories about resurrection.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • beliefs about mind-body identity as a type of monism; • the relationship between faith and resurrection.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • the relationship between the resurrection of Christ and resurrection of believers; • beliefs about no-self and rebirth; • ideas about rebirth across realms of future existences.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the fundamental ideas of two ideas about life after death. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of these ideas. Candidates may examine: • the context of beliefs about resurrection and related ideas; • ideas about identity and rebirth and the importance of karma; • the ideas about rebirth across a range of existences; • scholarly contributions to this topic.

Question Number		Indicative content
2 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • some vague ideas about life after death.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • some problems relating to belief in life after death; • a few difficulties with some terms.
Level 3	7-9	Candidates may assess in a purposeful manner the view that belief in life after death has its strengths. Candidates may argue that: • belief in life after death is beyond experience and beyond words; • evidence to support this belief is ambiguous and this poses problem with associated language; • linking words to refer to life after death may pose problems.
Level 4	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the view that logical positivism on principle would rule out any sense given to life after death; • the view that the term 'life' has two distinct and separate meanings; • this issue in relation to Wittgenstein's ideas about language games; • scholarly contributions to this debate.

Question Number		Indicative content
2 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine only one type of language they cannot normally proceed to level 3.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • simple examples of religious language.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • the ideas that link significantly different things; • use of analogy to link objects which are similar.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • some key ideas from Aquinas about analogy; • important aspects of the analogy of attribution; • Ayer's ideas and in particular the key features of verification.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the distinctive features of a picture theory of meaning and responses to this. Candidates are likely to deploy material relating to the contributions of various scholars to show a clear understanding of the distinctive features of selected types/views of religious language. Candidates may examine: • the theological context of Aquinas on analogy; • the links between logical positivism and verification ; • the implications for religious language and belief of verification; • scholarly contributions to this topic.

Question Number		Indicative content
2 (b)	(ii)	(12)
Indicative content Verification is selected as the example, arguing that it is not straightforward to argue that its strengths outweigh its weaknesses.		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • an example of verification.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • the importance of testing the meaningfulness of language; • verification may be used in many contexts.
Level 3	7-9	Candidates may assess in a purposeful manner the view that an effective type of religious language is a functional approach. Candidates may argue: • there are problems applying this principle to science and history and hence this is a weakness; • this results in severe criticisms against the sense of ethical and religious language; • a strength may be seen in the way it has been adjusted as a result of criticism.
Level 4	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • various contributors such as Flew who argue for its strength and weakness as shown in the 'falsification debate'; • reasons to substantiate the view that its strengths outweigh its weaknesses i.e. the importance of rooting language in what is verifiable; • Ayer's own subsequent criticism of logical positivism; • contributions of scholarly opinions.

Ethics

Question Number		Indicative content
3 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates are likely to have identified one or more key features of Natural Moral Law. • Candidates may identify the simple principle of what is natural defines what is good.
Level 2	5-9	At this level, candidates are likely to have correctly identified a range of key features of Natural Moral Law, but at a limited level in terms of length and depth. • Case studies may be employed descriptively. • Candidates may identify primary and secondary precepts.
Level 3	10-14	At this level, candidates are likely to focus on several key features of Natural Moral Law. • They may show more understanding of the conceptual issues raised by the theory, such as its reliance on the notion of human purpose. • Candidates may consider the religious thinking behind the theory. • Case studies will be used more analytically, if at all.
Level 4	15-18	At this level, candidates are likely to present an extensive account of Natural Moral Law. • Candidates may demonstrate a clear understanding of principles of absolutism, <i>a priori</i> ethics, and moral realism. • They may apply a religious or non-religious application of Natural Moral Law thinking to views of the world, the concept of duty, morality as accessible to all humans through use of reason. • Candidates may consider modern approaches to the theory, such as proportionalism. • Candidates may suggest how the theory influences developments in religious thought, such as teaching on medical advancements.

Question Number		Indicative content
3 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level: • candidates are likely to have given one or more strengths or weakness of Natural Moral Law but with little or no consideration of their relative value in terms of the how theory continues to be valuable in the contemporary world.
Level 2	4-6	At this level: • candidates are likely to express a view regarding the strengths and weaknesses of Natural Moral Law; • they are likely to arrive at a simple conclusion, possibly referring to the wording of the question.
Level 3	7-9	At this level: • candidates are likely to have offered one or more opinions as to the relative strengths and weaknesses of Natural Moral Law; • a clearer understanding of the wording of the question is likely to be evident; • candidates' responses are likely to be supported by the views of scholars.
Level 4	10-12	At this level: • candidates are likely to have offered clear opinions as to whether Natural Moral Law continues to be valuable in the contemporary world; • they are likely to make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion; • the wording of the question will be clearly in focus; • the value of alternative theories may be offered by way of contrast.

Question Number		Indicative content
3 (b)	(i)	(18)
Indicative content If only one critique is discussed then candidates can reach only up to level 2.		
Level	Mark	A01
Level 1	1-4	At this level: • candidates are likely to have identified one or two key features of one or two critiques of the link between religion and morality. Case studies and illustrations may be used descriptively and it is unlikely that candidates' responses will be based on scholarly foundations.
Level 2	5-9	At this level: • candidates are likely to have identified correctly some key features of one or two critiques of the link between religion and morality but at a limited level in terms of length and depth and with little or no understanding of its more conceptual principles; • case studies or illustrations may be used descriptively and their understanding is less likely to extend to an appreciation of the challenges they pose for traditional religious morality.
Level 3	10-14	At this level: • candidates are likely to focus on the key features of two critiques of the link between morality and religion with greater focus on the content of the critiques rather than the conceptual issues which arise from it; • it will be clear that the candidate has understood the critique and is in a position to evaluate it; • case studies will be used more analytically, if at all and candidates will typically show an understanding of how the chosen critiques pose a challenge to traditional religious morality.

Level 4	15-18	At this level: • candidates are likely to present an extensive account of two critiques of the link between morality and religion, for example, moral, sociological, psychological or ideological critiques; • they are likely to demonstrate a clear understanding of its principles; • a range of scholarly ideas and limited use of case studies are typical at this level; • they are likely to demonstrate a clear understanding of why this position offers a critique of traditional understandings of the possible relationship between religion and morality, such as divine command ethics or the view that morality is dependent upon religion.
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Question Number		Indicative content
3 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level: • candidates are likely to struggle to express a view as to whether these critiques have weakened the link between religion and morality and may rely on repeating material from (i).
Level 2	4-6	At this level: • candidates are likely to express a view regarding the strengths and weaknesses of the chosen critiques arriving at a simple conclusion; • they may make some use of the wording of the question.
Level 3	7-9	At this level: • candidates are likely to have offered one or more clear opinions as to the relative strength/weakness of the chosen critiques and its success at weakening the link between religion and morality; • some attempt may be made to reach a balanced conclusion; • some scholarly material may be deployed.
Level 4	10-12	At this level: • candidates are likely to offer clear opinions as to the relative weaknesses and strengths of the chosen critiques; • they are likely to make use of the contributions of key scholars as well as informed personal opinion; • a balanced conclusion is likely to be offered as to how successfully it undermines the link between religion and morality; • candidates may also consider whether other critiques are more successful than those they have offered in (i).

Question Number		Indicative content
4 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level: Candidates will show some simple knowledge of the concepts but it will be undeveloped and lack scholarly reference. For example, they may identify the meaning of key terms or identify one or more purposes of punishment.
Level 2	5-9	At this level: - With reference to law and punishment, candidates may consider the role of law as a mediator of punishment - They may refer to justice as a tool of government.
Level 3	10-14	At this level: - Some reference to the work of appropriate scholars may be made. - Some case studies may be used with more discursive, rather than descriptive, value - Some reference may be made to maintaining justice by appropriate use of the legal system.
Level 4	15-18	Candidates are likely to demonstrate a full knowledge and understanding of the chosen concept: - Reference is likely to be made, where appropriate, to relevant scholars and theoretical approaches. - Practical examples and likely to be used against a scholarly background, such as the work of Plato or Rawls. - Candidates may consider the relationship between justice, law and punishment. - Use of case studies will enhance, not detract from, the theoretical concepts discussed.

Question Number		Indicative content
4 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates are likely to have shown a basic awareness of objectivity: • They may make a simple descriptive observation about the issues they raise for the two concepts.
Level 2	4-6	Candidates are likely to express one or more simple ideas about objectivity: • Candidates may consider the problems they raise for justice, law and punishment. • Use may be made of a simple case study or personal opinion.
Level 3	7-9	Candidates are likely to raise one or more legitimate problems and/or advantages raised by the concepts and their relationship: • Candidates may consider how far, and for what reasons, the law should allow for relative judgments. • They may consider the notion that justice must be an objective concept. • Consideration may be made of how far objectivity allows for interpretation and renewal.
Level 4	10-12	Candidates are likely to have demonstrated a clear understanding of how objectivity poses problems for the two concepts: • They are likely to offer well considered conclusions as to the value of the relationship between them. • Conclusions are likely to be supported by substantiated personal opinion and/or use of scholars. • Candidates may consider the role of justice or law and punishment in society. • They may apply some use of ethical theories to the concepts in order to reach a conclusion.

Question Number		Indicative content
4(b)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates cover one problem only, they cannot normally proceed to level 3.
Level 1	1-4	At this level: • Candidates are likely to make one or two simple observations about ethical language.
Level 2	5-9	At this level: • Candidates may make the observation that ethical language deals with attempts to define what is 'good'. • They may consider attempts to identify 'good' as a natural property.
Level 3	10-14	At this level: • They may consider emotivism as way of interpreting the use of ethical language. • Candidates may explore issues of intuitionism. • Use may be made of appropriate examples in an analytic manner.
Level 4	15-18	At this level: • Candidates may explore the problem of making value judgments. • Candidates may consider the problems raise by attempts to verify ethical language claims. • They may consider issues such as prescriptivism and/particularism. • Case studies and examples are likely to be used critically and candidates are likely to make good use of well-chosen scholars.

Question Number		Indicative content
4 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level, candidates are likely to make a simple observation: For example, they may consider the success or otherwise of one way of solving these problems.
Level 2	4-6	Candidates are likely to make an assessment of the value of one or more solutions to the problems: - They may make suggestions about the way in which the term 'good' may be defined to avoid problems outlined in (i). - They may take one example of a problem identified in (i) and suggest a solution to it.
Level 3	7-9	At this level candidates are likely to explore a range of ways in which these problems may be solved or not, with greater relevant focus on the wording of the question: - They may explore the issues of meaningfulness of ethical language in terms of the work of the logical positivists and consider how far that has proved useful. - They may explore how far intuitionism solves problems or creates them. - Candidates may suggest that the naturalistic fallacy is not a significant problem.
Level 4	10-12	Candidates are likely, at this level, to make a comprehensive assessment of ways in which these problems may be solved or remain unsolved: - They may consider that the problem has not been solved and raise questions for the future of ethical language. - Candidates may explore how far ethical theories help to clarify the meaning of ethical language. - They may suggest that problems of use and meaning are solved by an anti-realist approach to ethical language. - They may offer a thorough going analysis of the solution to one or more problems identified in (ii) and arrive at a clear and balanced conclusion.

Buddhism

Question Number		Indicative content
5 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • one or two biographical features about Ashoka.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • reference to parts of his life and work and his work for the Sangha • the prevalence of the Rock Edicts.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • that as the Emperor, Ashoka gave special place to the Sangha • some teachings from the Edicts with links to Buddhist life-styles • Ashoka's influence on the spread of Buddhism.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question. Candidates may examine: • the importance of Dharma in the Rock Edicts • his tolerance of other religious traditions • examples of social welfare schemes in India and their spread across SE Asia • scholarly contributions to this topic.

Question Number		Indicative content
5 (a)	(ii)	(12)
Indicative content		
Level	Mark	A02
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • one or two stories about Ashoka.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • Ashoka's approach to selected aspects of Buddhism • the view that he was primarily a political figure.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: • his emphasis on social welfare in comparison to some Buddhist meditational practices • the view that the evidence about Ashoka's links to Buddhism is ambiguous • the view that Buddhism had a limited influence in India shortly after his death.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the types of Buddhism associated with Ashoka • the variable involvement of Ashoka in Buddhist enterprises • controversies about the problems of interpreting Ashoka's role in relation to Buddhism • scholarly contributions to this topic.

Question Number		Indicative content
5 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • some descriptions of Zen practices.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • a few beliefs about Pure Land Buddhism • some ideas about Zen.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • the role of the Bodhisattvas in Pure Land Buddhism compared to Zen • some key features of Zen meditation compared to Pure Land devotion • the status of Amida in Pure Land Buddhism compared to different figures of authority in Zen.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question. Candidates may examine: • the fundamental contrast between jariki in Zen compared to tariki in Pure Land that focuses on enlightenment • contrasts between key figures in Pure Land and Zen concerning enlightenment • possible links such as the role of wisdom across both traditions • scholarly contributions to this topic.

Question Number		Indicative content
5 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: a few descriptions of Zen practice.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - the differences between a variety of practices across both traditions; - the major differences between beliefs across both traditions.
Level 3	7-9	Candidates are likely to present a clear understanding of the demands of the question. Candidates may discuss: - the view that Pure Land is based on faith in Amida; - the focus on Zen regarding self-help and meditation techniques; - the claim that both traditions have many sub-divisions which further diversify their teachings.
Level 4	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the radical division between a system based on tariki compared to a model founded on jariki, including beliefs about grace; - a range of substantial differences in relation to key sacred texts, prominent figures and religious practices; - possible links between these traditions including the Buddha figure and an underlying Japanese culture; - scholarly contributions to these debates.

Question Number		Indicative content
6a	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • some stories about selflessness.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • ideas relating to the composition of the 'person'; • a superficial account of Nagasena.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • the encounter between King Milinda and Nagasena; • the problems of rebirth without a soul; • the benefits of belief in anatta.
Level 4	15-18	Candidates are likely to have a consistent focus on the demands of the question. Candidates may examine: • the context of anatta in conjunction with anicca and dukkha; • the key points in the Questions of King Milinda including parallels with the chariot imagery; • some implications from anatta including issues of no-self and moral actions together with repercussions for rebirth; • scholarly contributions to this topic.

Question Number		Indicative content
6(a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: a brief summary of a few ideas about anatta.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - one or two key themes linked to anatta; - some examples of no self, such as no soul and changes throughout life.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: - the links between dukkha and anatta; - the place of belief in anatta and nirvana; - the view that anatta cannot be considered as a belief in isolation.
Level 4	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the range of interpretations concerning anatta; - the claim that this is an unusual belief across religious traditions because of the concept of no self and an 'impersonal' account of human nature coupled with belief in rebirth; - the view that this belief system raises issues about responsibility for moral actions and identity from one life to another; - scholarly contributions to this topic.

Question Number		Indicative content
6(b)	(i)	(12)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: a few superficial ideas about bodhisattvas.
Level 2	5-9	Candidates may present some arguments/interpretations in a straightforward manner such as: - an account of some features of some Bodhisattvas; - a brief summary of a few ideas associated with belief in bodhisattvas.
Level 3	10-14	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: - stages in the career of the bodhisattva; - the quest for perfections in the bodhisattva way; - various ideas about liberation from the set texts.
Level 4	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 and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the various views about the bodhisattva in the Lotus Sutra; - the stress on the 'one vehicle' in the set texts; - the importance of the transfer of karmic merit; - scholarly contributions to this topic.

Question Number		Indicative content
6 (b)	(ii)	(12)
Level	Mark	AO2
Level 1	1-3	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: the figure of the arahat in Theravada Buddhism.
Level 2	4-6	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: - a basic account of the lovingkindness of the bodhisattvas; - some descriptions of how this love manifests itself.
Level 3	7-9	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: - the key ideas of the arahat and enlightenment; - the focus on the postponement of nirvana in the bodhisattva doctrine; - the enlightenment of Gautama compared to figures such as Avalokita.
Level 4	10-12	Candidates are likely to present a clear understanding of the demands of the question. Candidates may discuss: - the context of the arahat doctrine compared to that of Buddhology in Mahayana; - the view that the bodhisattva doctrine is the major division because of differences between Theravada and Pure Land traditions; - difficult implications such as antinomianism which may be linked to Pure Land compared to the importance of the Five Precepts within Theravada; - scholarly contributions to these debates.

Christianity

Question Number		Indicative content
7 (a)	(i)	The exemplar used for this MS is the Ecumenical Movement. (18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • key ideas about unity.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • a simple account of the origin of the Ecumenical Movement from the Edinburgh Conference in 1910; • ideas about mission as part of the Ecumenical Movement.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • the key themes of Ecumenism that emerged from the Conference and Councils; • the chronology of the development of the movement; • the role and development of the World Council of Churches.
Level 4	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: • consider the context to the idea of Ecumenism; • examine the relationship with the Roman Catholic and Orthodox Churches as a factor in the ideas and development of the movement; • consider the achievements of the Ecumenical Movement in the field of unity today; • present their material in a purposeful manner to address the full scope of the question with reference to scholarly opinion.

Question Number		Indicative content
7 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: the increase in unity achieved after 1910.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - the significance is seen today by Christian Aid week continuing to focus on unity; - key developments persist such as the work of the WCC.
Level 3	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: - that the ideas were not always welcomed by Christian denominations; - that the development of the Ecumenical Movement was not as extensive as may be thought; - the work of cross-denominational organisations has drawn Christians together drawing on key ecumenical ideas.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the extent to which closer ties between the Anglican and Roman Catholic Churches have been as a result of the key ideas of ecumenism; - how far financial issues impact upon the further development and significance of the movement; - the significance of the Ecumenical Movement highlighting continued hurdles to unity such as apostolic succession; - alternative views on the matter reaching a justified conclusion.

Question Number		Indicative content
7 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: Bonhoeffer wrote about discipleship and offered an example of this in his life.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: - his position against 'cheap grace' in a simple manner; - his view on obedience to God as central for the life of a believer.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: - the notion of 'Religionless Christianity'; - the role of the Church in Bonhoeffer's teachings; - his understanding of Jesus as the Man for Others as a 'non-religious' concept.
Level 4	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: - a detailed account of the idea of suffering discipleship, possibly linked to events in his life; - a view on the distinctive nature of these beliefs; - a developed analysis of his teaching showing what influences there were in his writings such as Luther or Barth; - a view about the range and impact of his key ideas.

Question Number		Indicative content
7 (b)	(ii)	(18)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: the fact Bonhoeffer's ideas are still studied today.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - his teachings, as exemplified in his life, are an example for Christians today; - his ideas can relate to secularism today too.
Level 3	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: - his teachings were reflected in elements of Liberation Theology; - his ideas on The Cost of Discipleship were very radical; - we cannot know the full extent of his ideas owing to his early demise.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the impact of his teachings on pacifism and direct action - whether subsequent developments of his ideas were more significant; - the difficulty in assessing the impact of his ideas given the context of his life compared to moral dilemmas today; - the impact of 'religionless Christianity' as a model for Christians in the modern world.

Question Number		Indicative content
8 (a)	(i)	Exemplar used for this MS is atonement and salvation. (18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • simple ideas about atonement.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • different views about atonement; • different views about salvation.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • the relationship between the person of Jesus and the work of Christ; • the link between the human and divine in Christ; • the work of the Early Church Councils regarding this.
Level 4	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: • notions of sacrifice, ransom and substitution; • the nature of God revealed in various models of atonement; • significant ideas about the role of the Cross in salvation; • the work of modern scholars in these areas.

Question Number		Indicative content
8 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • salvation as a central idea in Christianity.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • different beliefs have different significance; • the view that sacrifice may be outdated today.
Level 3	7-9	Candidates may assess in a purposeful manner the view that these beliefs are problematic. Candidates may argue: • notions of ransom for sin may be outdated; • that salvation in Christ makes new life possible which is significant for all Christians today; • the whole of Christianity rests on these ideas.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the impact of key teachings on atonement and salvation on modern Christian thought; • the views of modern scholars on these topics; • the notion that other beliefs may be more significant; • alternative positions and reach a justifiable conclusion.

Question Number		Indicative content
8 (b)	(i)	The exemplar for this MS is the nature of the Church. (18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • simple ideas about the unity of the Church.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • beliefs about the Church from the set texts; • an outline of the ideas about the Church in the Creeds.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • a wider range of ideas about the nature of the Church including apostolic or catholic; • the view of Luther on the Marks of the Church; • the context of the texts used.
Level 4	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: • present a case for the idea that the notion of the Church as community is central; • consider the value of an alternative position; • compare and contrast different teachings about the nature of the Church from the set texts; • consider the work of scholars in relation to these texts.

Question Number		Indicative content
8 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: the significance of the Church in simple terms.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - the significance of the beliefs about the nature of the Church for unity today; - the validity of the Church based on the notion of apostolicity.
Level 3	7-9	Candidates may assess in a purposeful manner the view that these teachings are significant. Candidates may argue: - beliefs about one aspect of the nature of the Church is particularly convincing; - the merits of a different emphasis are more important today; - the significance of these beliefs is minimal as others, such as on salvation, are more important.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the significance of key differences between the teachings on the nature of the Church; - how far one or more beliefs may be more significant than another; - whether the nature of the Church is less relevant in an increasingly secular world where its actions may be of greater significance; - the views of scholars on the significance of these beliefs so that a justifiable conclusion is reached.

Question Number		Indicative content
9 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine only one contributor they normally cannot proceed to level 3.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • some biographical material on Ramakrishna.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • some ideas of Dayananda Sarasvati; • a few features of Ramakrishna's life.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • neo-Vedanta influences on Ramakrishna; • some ideas linked to Hindutva and Sarasvati; • a comparison of key elements of their views.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: • the context of the Hindu 'renaissance'; • the contrasts between neo-Vedanta and Hindutva stances; • the implications of these differences including inter-faith relationships; • scholarly approaches to this topic.

Question Number		Indicative content
9 (a)	(ii)	The exemplar selected in this MS is Ramakrishna (12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: biographical details of Ramakrishna.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - brief outline of India at the time of Ramakrishna; - one or two simple account of his contributions.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: - the interactions with the West and Ramakrishna; - his influences during his own lifetime and upon future related movements; - issues between Brahmo Sama and Arya Samaj.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the context and key ideas of Ramakrishna and his contributions in this diverse religious environment; - political and social influences in India and beyond and his criticisms of exclusive positions; - the negative and critical appraisal of Ramakrishna compared to his positive influences with special reference to neo-Vedanta traditions; - scholarly contributions to these debates.

Question Number		Indicative content
9 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • a few details about Gandhi's life.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • key features of his life; • relationship between his life and his work.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • a brief account of the historical and political context; • issues about Indian independence and identity; • caste issues and the role of the harijans.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: • the diversity of many Hindu traditions with their different emphases and Gandhi's debates relating to this background; • the significance of Western influences and colonial authority; • the religious and racial tensions and conflict during his lifetime; • scholarly contributions to this topic.

Question Number		Indicative content
9(b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • Gandhi as a pacifist.
Level 2	4-6	Candidates may clarify some arguments/interpretations in a straightforward manner such as: • the dignity he tried to give to Hindu village life; • his relationships with key figures of influence and authority as a spokesperson for Hindus.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: • some aspects of his campaigns and the extent to which these related to other Hindu traditions; • some key reformers at the time of Gandhi and their influences within India; • some critics of Gandhi during his lifetime.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the importance or otherwise of ahimsa within Indian politics and religious movements and opposition to Gandhi; • Gandhi's views about celibacy and their contrasts with modern Hinduism; • the extent to which Gandhi's principles of satyagraha and brahmacharya represent modern Hindu thought; • scholarly contributions to these debates.

Question Number		Indicative content
10 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine one of these terms they cannot normally proceed to level 3.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • a few superficial ideas about life after death.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • a basic account of life after death; • one or two simple ideas about salvation.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • a few ideas about karma applicable to this context; • an account of reincarnation and the role of karma; • some key ideas about escape from the cycle of births.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may debate: • the context of these terms within Hindu thinking about atman and Brahman; • a range of interpretations about samsara about types of rebirths and continuity; • the multiple beliefs about moksha and its various interpretations • scholarly contributions to this topic.

Question Number		Indicative content
10 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • some Hindu rites.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • ideas about good behaviour in this life; • beliefs about karma and its consequences in samsara.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: • some related beliefs such as atman; • ways of achieving moksha including the diversity of processes via yoga; • the impact of belief in an endless cycle of births and rebirths and the remote chance of moksha.
Level 4	10-12	Candidates are likely to present a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the context of these terms within Hindu scriptures and traditions • the rationale for believing in samsara with key examples and the implications for belief and practice; • the importance of a holistic Hindu approach to these topics relating to Hinduism as a way of life; • scholarly contributions to these debates.

Question Number		Indicative content
10 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine fewer than three beliefs they cannot normally proceed to level 3. If they examine more than three read all the answer and credit the best three.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: the basic story of the Katha Upanishad.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: - ideas about death raised by Nachiketa; - simple ideas about atman.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: - the beliefs about gods and Yama; - the beliefs about moksha; - the inter-relationships of these beliefs.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: - the contributions this Upanishad make to an understanding of atman; - the stages of freedom through various births; - the overriding importance of moksha; - scholarly contributions to this topic.

Question Number		Indicative content
10 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • some ideas of Nachiketa.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • a few Hindu ideas about atman; • Hindu views about transmigration.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: • the significance of this Upanishad within Hinduism; • some Vedanta beliefs and their status within Hinduism; • the perennial interests across Hinduism about union with God.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the importance of Vedanta for Hinduism; • the view that the varying interpretations of Dvaita and Advaita views complicate an understanding of the significance of the selected beliefs; • the various roles of deities and their influence on human destiny • scholarly contributions to these debates.

Islam

Question Number		Indicative content
11 (a)	(i)	The two exemplars selected for this MS are jihad and the ummah. (18)
Indicative content		
Level	Mark	AO1
		If candidates examine one term they cannot normally proceed to level 3. If they examine more than three read all the material and credit the best two.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: a few general features of the period of the Rightly Guided Caliphs.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: - one or two stories about jihad at the time of the Prophet; - a few basic features about jihad.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: - how these two terms were significant after the death of Muhammad; - issues about leadership during this period with reference to the ummah; - some ideas about jihad and the geographical spread of Islam.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: - types of jihad including the Meccan suras and views about jihad during the period of the Rightly Guided Caliphs; - the distinctive characteristics of jihad during this period of Islamic history; - variations in ideas about ummah and their relative significance during this period; - scholarly contributions to this topic.

Question Number		Indicative content
11 (a)	(ii)	The exemplar selected is ummah (12)
Indicative content		
Level	Mark	A02
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • one or two descriptions about Islamic community.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • the binding force underpinning the Islamic community; • key features such as the Shahadah.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: • the view that ummah is not limited to a country or race; • Qur'anic ideas about the ummah; • the view that ummah has strong religious connotations together with legal implications.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • some differences between Sunni and Shi'a with regard to the ummah; • the differing emphases given to authority linked to the lineage of the Prophet and the consensus of the ummah; • issues of Muslim identity and interfaith implications raised by the focus on Islamic beliefs and practices; • the focal point of the ummah in Islamic beliefs and practices and in that sense raises issues about Muslim identity and inter-faith implications; • scholarly contributions to these debates.

Question Number		Indicative content
11 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • one or two examples of Muslim life in the selected Muslim state.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • an account of basic practices in the selected state; • an account of some customs and traditions from the selected state.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • historical background to the development of Islam within the selected state; • the Islamic influences from a Sunni or Shi'a perspective; • Sunni or Shi'a influences on politics and social practices.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: • distinctive features of Islamic beliefs and practices from the selected state; • the distinctive ways in which these features influence historical, political and legal systems; • distinctive ways in which the state relates to other Muslim countries and inter-faith issues; • scholarly contributions to this topic.

Question Number		Indicative content
11 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • one or two challenges to this Muslim state.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • links with political authorities as an example of preservation of Islamic beliefs and practices; • ways the Islamic figures of authority influence the development of Islam.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: • one or two examples of challenges to Islam in the selected country; • the view that one way to preserve is conserve traditional Islamic beliefs and values; • one or two ways Islam has been adapted to relate to more secular and inclusive pressures.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the tensions between preservation and adaptation from within the selected Muslim state; • selected case studies to highlight the issues such as gender and relationships with other Islamic groups/traditions; • the range of different approaches to pluralism, diversity and tolerance and the challenges these pose; • scholarly contributions to these debates.

Question Number		Indicative content
12 (a)	(i)	The three exemplars selected for this MS are Allah, revelation and judgement. (18)
Indicative content		
Level	Mark	AO1
		If candidates examine fewer than three ideas they cannot normally proceed into level 3. If they examine more than three read all the material and credit the best three.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • some descriptive features of the Qur'an.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • some ideas about Allah's revelation to Muhammad; • the ways these are used in Sura 2.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • examples of past prophets; • ideas about the 'People of the Book'; • beliefs about Allah as Judge.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: • the context within Sura 2 of these selected themes; • key beliefs about Allah and tawhid in this Sura; • the contrasts between prophecies to the 'People of the Book' and how these are rectified by Muhammad; • scholarly contributions to this topic.

Question Number		Indicative content
12 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • one or two generalised ideas about the Qur'an.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • a basic account of a few implications for Muslim belief; • a simple version of some implications for Muslim practices.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: • the foundational importance of Allah as the Sustainer of all; • the significance of the diverse prophetic context to the beginnings of Islam and its on-going influence; • the practical importance of the distinction between shirk and submission with reference to the 'People of the Book'.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the authority of the Qur'an and its significance for Muslim belief and practice; • the view that the three selected ideas attract controversies and the resulting debates are significant such as Allah as Judge and free will and determinism; • the significance of inter-faith relations give the views about the prophets of Judaism and Christianity in Sura 2; • scholarly contributions to these debates.

Question Number		Indicative content
12 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • some Sufi practices.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • some basic ideas about union with God; • the use of symbolism in Sufi practices.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • a few different views about mysticism; • the links between mysticism and love; • Sufi practices related to mysticism, such as dance.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: • a range of different types of Sufism with different emphases on mysticism; • the role of Sufi saints in the mystical traditions; • the influence of tariqah and its various stages to union with God; • scholarly contributions to this topic.

Question Number		Indicative content
12 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: a basic account of the importance of Sufism.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - a simple view about the spread of Sufism; - the range of Sufi practices including dance and music and their limited influence on Islam.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: - the Sufi emphasis on 'remembrance of Allah' and its influence over Islam; - the influence of key Sufi teachers and poets on Islamic thinking; - the influence of Sufism across many countries and beyond Islam.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates in order to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the varying influences of Sufism because of its diversity in different contexts including Sunni links; - the view that its influence is limited because of the opposition to Sufism from various Islamic traditions; - the view that its influence is limited because of tensions resulting with beliefs such as tawhid and authority within Islam; - scholarly contributions to these debates.

Question Number		Indicative content
13 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine one of these figures they cannot normally proceed to level 3.
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • some biographical details about David Friedlander.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • a superficial summary of Samson Raphael Hirsch's contributions to Orthodox Judaism; • a simple account of Friedlander's contributions to Reform Judaism.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • Hirsch's emphasis on revelation and the Torah; • Friedlander's moves to reform Jewish ceremonies; • the idea that these figures established quite different influences over their respective traditions.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: • the different influences of Enlightenment ideas on these Jewish thinkers; • Hirsch's criticism of assimilation and his influence on Neo-Orthodoxy and showing that these ideas are in contrast to those of Friedlander; • Friedlander's support for Jewish emancipation and his influence on the beginnings of Reform demonstrating a sharp contrast to Hirsch • scholarly contributions to this topic.

Question Number		Indicative content
13 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: • some influences linked to Samson Raphael Hirsch.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: • a simple account of Orthodox beliefs; • a superficial summary of some Reform practices.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: • the respective influences of these two figures within their own lifetime; • the critical comments made by each of these figures against each other; • the common links between these figures including shared beliefs about Jewish history and sacred texts.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: • the various developments across Orthodoxy and Reform; • the radically different influences of these figures upon a wide spectrum of Jewish beliefs and practices; • the evidence of some similarities including responses towards anti-Semitism; • scholarly contributions to these debates.

Question Number		Indicative content
13 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • some examples of anti-Semitism.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • one or two key ideas about anti-Semitism; • a basic understanding of some who advocated anti-Semitism.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • Nazi views in support of anti-Semitism; • beliefs about racial superiority; • some features of pogroms.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: • some key features from the history of anti-Semitism; • the links between anti-Semitism and economic and social factors; • reasons why the Nazi system attempted the 'Final Solution'; • scholarly contributions to this topic.

Question Number		Indicative content
13 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: one or two accounts of the Holocaust.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - the view that the Holocaust shows human depravity; - the belief that the Holocaust shows a response to sin.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: - the claim that the Holocaust was a symbol of punishment; - the view that the Holocaust signifies the death of God; - that some regard the Holocaust as a macabre example of vicarious suffering .
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - evidence of evil and ways to respond; - views that some theodicies are better than others; - the claim that the Holocaust shows the futility of religion and whether this constitutes a better solution; - scholarly contributions to these debates and consider whether one is a better solution.

Question Number		Indicative content
14 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: • a general reference to the Ethics of the Fathers
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: • the importance of Moses within this source; • some ideas about the Torah.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: • the importance of Rabbinic thought to this source; • the leading theme of the Law; • the value of building 'a fence to protect the Torah'.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: • the Pirkei Avot seen from the perspective of the Seder Nezikin of the Mishnah; • the value given to the study of the Torah coupled with righteousness; • the interpretation that the Pirkei Avot is a codification of the essence of rabbinic Judaism; • scholarly contributions to the topic.

Question Number		Indicative content
14 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: its use in Jewish life.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - its relevance on the Sabbath; - the use of this source within siddurim.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: - the view about the context of the Mishnah; - the view that the Pirkei Avot restates the key ideas of the Mishnah; - the relevance of Pirkei Avot with regard to the Mishnah.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - various interpretations about the background influences on the Pirkei Avot; - the status of the Pirkei Avot as seen in the work of Maimonides; - the view that Orthodoxy and Reform Judaism have different views concerning this source and its relevance; - scholarly contributions to debates on this topic.

Question Number		Indicative content
14 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: a few features of Chasidism.
Level 2	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: - a brief reference to Chasidic views about relationships between people; - a basic account of relationships between God and humanity and the value given to spiritual growth.
Level 3	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: - the distinctive value given to human relationships; - the emphases about union with God; - the importance of certain rebbes.
Level 4	15-18	Candidates are likely to present a clear understanding of the demands of the question. Candidates may examine: - some distinctive teachings from leading Chasidic teachers focusing on spiritual growth; - the importance given to criticisms about activities such as dancing and drinking associated with implications for spiritual growth; - how distinctive emphases vary over time and in different countries; - scholarly contributions to this topic.

Question Number		Indicative content
14 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: one or two criticisms against Chasidism.
Level 2	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: - the view that Chasidism has a general opposition to modernity; - a criticism that Chasidism has close links with ultra-conservative trends.
Level 3	7-9	At this level candidates are likely to have a greater relevant focus on the wording of the question. They may consider: - criticisms based on the close links between Chasidism and Orthodoxy; - criticisms against Chasidism that some beliefs such as union with God may be seen as blasphemous; - the contributions to these debates shown in the work of Buber.
Level 4	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: - the view that the different types of Chasidism provide a variety of critical responses; - the view that the range of critical responses of Chasidism poses problems of coherence; - the view that the value given by Chasidic responses to Jewish traditions may weaken the notion of conflict between these two traditions; - scholarly contributions to these debates.

SIKHISM

Question Number		Indicative content
15 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
		If candidates examine one of these movements they cannot normally proceed to level 3.
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: the promotion of saints as authorities.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: - the Sarbat Khalsa ideal; - the elected management of gurdwaras in Singh Sabha gurdwaras.
Level 3	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: - the background to the Anand Marriage Act in the Singh Sabha movement; - the creation of the Shiromani Gurdwara Prabandhak Committee; - the promotion of the view that only members of the Khalsa are authentic Sikhs in some movements.
Level 4	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: - references to the view of Oberoi concerning the marginalisation of 'sanatam Sikhism' by the Singh Sabha movement; - the promotion of alternative codes of conduct while officially accepting the authority of the Rahit Maryada promulgated from the Akal Takht; - an interpretation of Sikh texts through an Indic or Vedantic lens by some non-Singh Sabha movements; - the Singh Sabha view that Sikhism is prophetically revealed, original and unique.

Question Number		Indicative content
15 (a)	(ii)	(12)
Indicative content		
Level	Mark	A02
Level 1	1-3	Candidates may offer a descriptive answer with reference to material such as: the uniformity of rites.
Level 2	4-6	Candidates may refer to different views such as: - groups within the Sikh community such as Namdharis may feel marginalised; - charismatic groups within the Sikh community may promote the teaching of a favoured saint as fulfilling the true Rahit Maryada.
Level 3	7-9	Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as: - the benefit of a unified theology in making Sikh beliefs accessible to non-Sikhs; - that there are differences between the orthodox portrayal of Sikhism and the actual beliefs and practices of large numbers of Sikhs; - there are concerns about the percentage of Sikhs who are members of the Khalsa in diasporic countries in the future.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: - the need for a new Rahit Maryada that can accommodate issues that have arisen in the diaspora such as liturgical language; - the inclusive approach of the Rahit Maryada, for example, offering choices for wearing of keski and reading of ragmala; - the distinction between unity and uniformity; - the continuing orientation of Sikhs towards direction coming from Amritsar as reflecting the will of the Sikh Commonwealth.

Question Number		Indicative content
15 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: problems for non-native speakers with the traditional language of liturgy.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: - the difficulties of maintaining the Sikh identity in certain countries and circumstances; - frustration at the dichotomy of obedience to the Akal Takht as reflecting the will of the Khalsa Commonwealth, while non-Punjabis are unable to vote in SGPC elections.
Level 3	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: - pressure to integrate may result in abandonment of the Sikh form; - the impact of the development of local, national traditions in addition to a global Sikh tradition; - the need to accommodate Sikh theology to alternative views of science and morality.
Level 4	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: - the views of scholars such as Gurharpal Singh and Tatla that look at the British Sikh experience; - the views of scholars such as Nicky-Guninder Kaur which emphasise the feminist character of Sikh thought; - concerns about inter-faith marriage and continuity; - the attempts to develop national representative institutions for Sikhs.

Question Number		Indicative content
15 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer a descriptive answer with reference to material such as: many Sikhs have cut their hair.
Level 2	4-6	Candidates may refer to different approaches such as: - Sikh women are likely to follow cultural norms that emphasise the public role of men in Persian Gulf states; - there may be increased emphasis on sexual equality as a central tenet of the faith tradition in Western countries.
Level 3	7-9	Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as: - the legal struggles for the right to wear the turban in, for example, the UK and France; - the increasing use of translations in gurdwaras; - how interaction with different cultures has clarified the points at which Sikhism had been blended with Punjabiya.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: - how processes of ghettoisation have reduced the impact of non-Sikh cultures; - the historical reality that Sikhs have always engaged with non-Sikh cultures, yet remained distinctive; - the need to create an orthodox account in order to engage with public authorities; - the exaggeration by some scholars of diversity in Sikh belief, values and practice in order to confirm a once popular belief in deconstruction.

Question Number		Indicative content
16 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: the rejection of asceticism.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: - that a person living in a family can still be holy; - that a holy person can fight in wars.
Level 3	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: - McLeod's argument that the nature of the Sikh community and Sikh beliefs changed during the time of Guru Hargobind; - the link between Guru Nanak's ideal of the householder saint resisting oppression and Guru Gobind Singh's concept of the saint who may use violence in the struggle against oppression when all other methods have failed; - analysis of how the use of weapons illustrates the concept of miri-piri on the Nishan Sahib.
Level 4	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: - the etymology of words including 'sipahi', 'emir' and 'pir'; - the rejection of prevailing forms of Islamic piety which emphasised outward poverty and inner wealth, and Hindu and Buddhist celebration of the ascetic ideal; - engagement in politics by the Gurus demonstrating that 'miri' is not merely monetary gain but power; - the claim that non-Sikh scholars may be unable to understand (verstehen) Sikh history due to their inability to understand the unity of miri and piri from the Sikh point of view.

Question Number		Indicative content
16 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer a descriptive answer with reference to material such as: the fact that Sikh gurdwaras are often decorated with portraits of martyrs.
Level 2	4-6	Candidates may refer to different approaches such as: - martyrdom in the Guru Granth Sahib is the surrender of the head (ego); - members of the Khalsa vow not to be afraid of death and so are more likely to become martyrs.
Level 3	7-9	Candidates may refer to appropriate sources using some technical terms to analyse alternative approaches such as: - the saint soldier is supposed to improve the quality of life, so there is no logical connection to martyrdom; - the ninth Guru was martyred for leading a non-violent mass movement against religious persecution so there is not any necessary connection between being armed and becoming a martyr; - the knight of the Khalsa has already offered her life when seeking to become initiated, so is already prepared for martyrdom.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: - while martyrs, including two Gurus, are celebrated there is no spiritual gain from physical martyrdom; - the scholarship of Louis Fenech on martyrs and the response by scholars; - the Sikh belief that the setting aside of the ego as mentioned in the Guru Granth Sahib is linked to the voluntary surrender of life when requesting to join the Khalsa; - reference to non-canonical beliefs that the spirits of martyrs (shaheed Singhs) protect those who struggle for justice today.

Question Number		Indicative content
16 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: • how to re-unite with God.
Level 2	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: • the five stages of spiritual development; • the power of grace in driving the whole process of spiritual development.
Level 3	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: • references to the limited knowledge of Hindu and Muslim holy men and holy texts; • the use of cultivating virtue to improve karma in the future; • the emphasis that only God knows God.
Level 4	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: • promotion of experiential knowledge over speculative reasoning; • the inability of language to describe comprehensively God or experiential states; • the decisive role of grace in achieving freedom from samsara; • the replacement of ritual actions to please the Deity with the cultivation of virtue.

Question Number		Indicative content
16 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may offer a descriptive answer with reference to material such as: replacing ritual with virtue.
Level 2	4-6	Candidates may refer to different approaches such as: - the rest of the scripture elaborates explanations of the purpose of life and how to achieve it; - the rest of the scripture contains information about other essential things as well such as what happens in the afterlife.
Level 3	7-9	Candidates may refer to appropriate sources using some technical terms to analyse different approaches such as: - some references are hard to follow, for example, to Muslim cosmological beliefs or the Ai Panth so other texts are necessary; - it says nothing about rules, so the Rahit Maryada is vital; - it explains how to align the individual will with that of the Divine which is the most important message.
Level 4	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: - it implies that religious dress should be replaced with virtue, but this view is contradicted by the Five Ks of the Khalsa; - it does not contain information about rites of passage and therefore is not a comprehensive guide to the way of life; - while it talks about the spirituality attainable by the householder which falls short of the armed saint-soldier ideal; - it discusses how to achieve the stages of spiritual perfection, which is the main goal of a Sikh.

New Testament

Question Number		Indicative content
17(a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates are likely to rely on basic description of one or more key features of the teachings: For Luke, they may refer to parables of the Kingdom, or the use of Logos in the Prologue.
Level 2	5-9	At this level, candidates are likely to have correctly identified some key features and offer something of their significance: - For the Fourth Gospel, they may describe the Prologue as the key to unlock the gospel. - For Luke, they may consider how the Kingdom can be known through signs and wonders.
Level 3	10-14	At this level, candidates are likely to focus more on particular aspects of the teaching and less on narrative re-telling: - They may be able to offer some insight into the background of the teachings or the symbolism used. - For Luke, they may speak of the Kingdom being both present and future. - For the Fourth Gospel, they may consider how conflict is anticipated in the Prologue.
Level 4	15-18	At this level: - Candidates for Luke's Gospel are likely to offer a detailed and accurate account of Jesus' teaching on the Kingdom. - They may show an understanding of key terms such as salvation or eschatology and the influence of Judaism on these teachings. - For the Prologue, candidates are likely to deal confidently with a range of teaching, such as the Logos, children of God, light and dark, replacement theology. - Use of scholarship is likely to be accurate and appropriately used.

Question Number		Indicative content
17 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level: 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).
Level 2	4-6	At this level, candidates are likely to express a simple view regarding the relationship of the teachings to the rest of the gospel: - For Luke they may consider that the Kingdom is embodied in Jesus. - For the Fourth Gospel they may identify one theme which is picked up later in the gospel.
Level 3	7-9	At this level, candidates are likely to offer one or more opinions on the relationship between the teachings and the rest of the gospel: - Candidates may make reference to scholarly views about the significance of the teaching. - For Luke, they may consider the challenge teaching on the Kingdom lays down to the religious authorities and to the reader. - For the Fourth Gospel, they may consider how the Prologue identifies the person of Jesus at the start of the gospel.
Level 4	10-12	At this level, candidates are likely to offer clear and evaluative opinions on the relationship between this teaching and the rest of the gospel - They are likely to make use of key scholarly contributions and personal opinion, arriving at a balanced conclusion. - The importance of the term 'crucial' could be teased out at this level. - For Luke, candidates may consider how the teaching impacted on the early church after Jesus' ascension. - For the Fourth Gospel, they may consider how the Prologue makes it possible for the reader to avoid the mistakes made by characters in the gospel.

Question Number		Indicative content
17(b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level: Candidates are likely to have identified some key features of the gospel material which relate to purpose but are likely to depend heavily on a few narrative details rather than analysis of the claim.
Level 2	5-9	At this level, candidates are likely to have identified a more extensive range of key features which relate to purpose and may make some reference to the claim identified in the question: - For Luke, they may identify the gospel's interest in outcasts. - For the Fourth Gospel, they may identify the claim made in 20:30-31.
Level 3	10-14	At this level, candidates are likely to demonstrate a solid knowledge and understanding of the purpose of the gospel as identified in the claim: - They may make reference to internal and external evidence. - For Luke, they may consider the role of prayer and praise linking the beginning and ending of the gospel. - for the Fourth Gospel, they may consider the role of women as crucial to the gospel.
Level 4	15-18	At this level, candidates will typically demonstrate a wide knowledge of the gospel material relating it specifically to the claim made in the question. - They may make a clear reference to the phrase 'careful reading' and suggest what this may mean. Dimensions of the Gospel which may be missed on a cursory reading, for example John 20:30-31 – is it '<i>come to believe</i>' or '<i>continue to believe</i>'. - They are likely to show an accurate knowledge of textual material and views of scholars. - An understanding of the background to the Gospel is likely to be evident. - For both Gospels, they may consider how discipleship underpins several themes.

Question Number		Indicative content
17 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level: Candidates are likely to rely on simple statements about other purposes of the gospel or to rely on repetition of material from (i).
Level 2	4-6	At this level, candidates are likely to express a view on the relative value of different purposes of the gospel: - For Luke, they may suggest that knowing about Jesus' involvement with outcasts helps understand the meaning of salvation. - For the Fourth Gospel, they may suggest that knowing if 20:30-31 is addressed to new or existing Christians is irrelevant to how we understand the gospel today.
Level 3	7-9	At this level, candidates are likely to offer one or more strengths and weaknesses of this view: - For Luke, they may suggest that knowing how Luke is connected to Acts may help an understanding of the meaning of the gospel in the wider context of the early church. - For the Fourth Gospel, they may suggest that knowing that the gospel may have been written for former Jews who had been expelled from the synagogue, helps our understanding of teaching on discipleship. - For both gospels, they may suggest that there are so many possible purposes, that a discussion of them is not helpful to understanding.
Level 4	10-12	At this level, candidates are likely to offer clear opinions on the claim: - For Luke, they may consider whether it is important to know if the gospel were written for Gentiles. - They may consider whether some parts of the gospel – e.g. the birth narratives – are more illuminative and helpful than others. - For the Fourth Gospel, they may consider whether it is helpful to know whether the gospel was intended to supplement or replace the synoptics. - For both gospels, they may consider that many Christians are not aware of the suggested purposes of the gospels, and yet still feel able to grasp the essential message of Christianity.

Question Number		Indicative content
18(a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level: Candidates are likely to show some simple knowledge of some of the relevant textual narrative, expressed almost entirely in descriptive terms.
Level 2	5-9	At this level candidates may refer to relevant textual material in more detail and with more understanding of the implications of the question: - For Luke, candidates may consider the challenges by the Pharisees regarding the Sabbath. - For the Fourth Gospel, candidates may consider the confrontations between Jesus and the Pharisees regarding the healing of the blind man.
Level 3	10-14	At this level, candidates are likely to offer a reasonably full understanding and knowledge of the textual material and background to it: - They may make accurate reference to the Old Testament and the situation at the time of the gospel which lead to conflict. - Some reference to scholars may be made. - Candidates may show some understanding of the motives of the religious authorities in their opposition to Jesus.
Level 4	15-18	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 authorities: - Candidates may explore the reasons why the religious authorities had to involve Pilate. - For Luke, Pilate's three declarations of Jesus' innocence may be considered. - For the Fourth Gospel, Pilate's reluctance to crucify Jesus may be explored. - For both gospels, candidates may consider whether Pilate was manipulated by the religious authorities.

Question Number		Indicative content
18 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level: Candidates are likely to show a basic awareness of the text and make a descriptive account of one or more conflict episodes, possibly relying on repetition from part (i).
Level 2	4-6	Candidates are likely to express simple ideas about the nature of conflict in the gospel: - Jesus was seen to rival the Pharisees and challenged their application of the Law. - Jesus had to die so conflict was inevitable.
Level 3	7-9	At this level, candidates are likely to make connections between the actions and intentions of Jesus and his opponents: - Candidates may explore the underlying reasons for conflict – a lack of understanding of Jesus’ identity. - They may consider how far Jesus provoked conflict. - They may suggest that conflict moves the gospel narrative along, e.g., it brings Jesus and his opponents to a position where they can involve Pilate.
Level 4	10-12	Candidates are likely to demonstrate a clear understanding of the motives for conflict: - A greater awareness of the theological implications of the reasons why Jesus had to die is likely to be evident. - They may consider the ways in which conflict is used to explain the character of Jesus’ ministry. - They may make reference to the work of key scholars, e.g. Rivkin, on the inevitability of conflict. - Candidates may tackle the question of whether Jesus’ ministry could have achieved its goal without conflict.

Question Number		Indicative content
18(b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level: • Candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.
Level 2	5-9	At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance: • For Luke, they may refer to Jesus' forgiveness of his executioner. • For the Fourth Gospel, they may refer to the use of Old Testament fulfilment motifs.
Level 3	10-14	At this level, candidates are likely to demonstrate a reasonably full knowledge and understanding of the text: • They may be able to relate its ideas to Old Testament background and religious symbolism and the views of scholars. • For Luke, they may refer to the role of women. • For the Fourth Gospel, they may refer to the spear thrust and blood and water.
Level 4	15-18	At this level, candidates are likely to show a clear and full understanding of the selected symbolic features and offer a range of views concerning their meaning: • Candidates may be able to relate these features to other aspects of the gospel. • For Luke, they may refer to the theme of Jesus' innocence. • For the Fourth Gospel, they may refer to the witness at the foot of the cross. • For both gospels, they are likely to show an understanding of how the evangelist makes their narrative of the crucifixion distinctive.

Question Number		Indicative content
18 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level: Candidates are likely to depend on simple retelling of one or more narrative features of the resurrection narrative without an attempt to relate it to the terms of the question.
Level 2	4-6	At this level, candidates are likely to show a simple understanding of the importance of the resurrection narrative: - They may draw a simple conclusion as to its relationship with the ministry of Jesus. - They may identify one or more features of the resurrection narrative and consider their importance.
Level 3	7-9	Candidates are likely to make an increasing number of observations about the purpose and importance of the resurrection narrative: - Some reference to personal opinion and to the views of scholars may be made. - For Luke, they may refer to occasions during his ministry when Jesus predicts his resurrection. - For the Fourth Gospel, they may refer to Jesus' allusion to going away to prepare a place for the disciples.
Level 4	10-12	Candidates are likely to demonstrate a clear understanding of the resurrection narrative and its significance for the gospel as a whole: - Candidates may make some reference to the implications of the resurrection narrative for the original readers. - They may consider how effective the message of the gospel may be without the inclusion of the resurrection narrative. - Candidates may consider how far the resurrection narrative includes important information about the early church experience. - A substantiated conclusion is likely to be drawn using personal opinion and the views of scholars.

