

# Mark Scheme (Standardisation) Summer 2008

GCE

## GCE Religious Studies (6583/01)

## General Marking Guidance

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

## Mark Scheme Legacy

Unit:	3
Subject area:	Philosophy of Religion
Draft:	

### Philosophy

Question 1a		
Level	Mark	A01
4	19-24	<p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>It is likely candidates may have a consistent focus on the demands of the question highlighting the key strengths of religious experience as an argument for the existence of God. They may present a fuller development of the content from level 3. This may refer to an understanding of the strength of an <i>a posteriori</i> empirical argument, the coherence across the various stages of the argument. They may present selected scholarly contributions such as Swinburne's use of the principles of credulity and testimony. Proficient use of technical terms.</p>
3	13-18	<p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Candidates may select a range of evidence that systematically answers the question. There may be analysis of key terms and main stages in the argument with attention to key principles such as supposed links between sense experience and religious experience, effective use of analogy, with informed reference to evidence and types of arguments.</p>
2	7-12	<p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may select some key strengths about the religious experience argument such as the diversity of religious experiences with a limited knowledge of the demands of the question.</p>
1	1-6	<p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Candidates may identify a few features such as a simple account of conversion experiences without evidence of understanding their strength as an argument.</p>

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to include a clear understanding of the evaluative demands of the question concerning the rejection of this argument. Candidates may follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates about significant weak stages in the argument, drawing on scholarly debates such as the debate between Goulder and Hick so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, such as the probability of this argument rather than its rejection, provided the evidence and reasons are sound.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner the rejection of the argument focusing on problems with the meaning of key concepts and difficulties with stages in the argument, alternative interpretations and a critical appraisal of these debates such as Swinburne's justification of the argument in the face of problems.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some arguments for rejection in a straightforward manner such as contingency of experiences.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention some weaknesses such as mistaken experiences but without clarification.</p>

Question 1b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question, pinpointing the distinctive features of this argument, and they may present a fuller development of the content from level 3. This may refer to an understanding of an <i>a priori</i> deductive argument, understanding about the distinctive definitions of aseity, characteristic stages of the argument leading to its distinctive conclusion. There may be an analysis of scholarly debate peculiar to this argument. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select and adapt a range of material that systematically answers the question. There may be an examination of its distinctive terms and definitions and this may include the view that the argument is based on a unique definition, an analysis of distinctive principles such as necessary existence. Candidates may refer in detail to one version or in broader terms to various examples of this argument and either approach is creditworthy provided there is explicit focus on the question.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key issues such as ideas about 'existence' with a limited knowledge of their distinctive features.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features such as links between ideas and reality without understanding their distinctive features.

Level		AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question concerning whether or not this is a convincing argument. Candidates may follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates about significant stages in the argument, drawing on scholarly debates so as to build up a coherent answer targeted on whether this is a convincing argument, drawing on good technical vocabulary, such as deductive arguments. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i>
		Candidates may discuss in a purposeful manner the view that this is a convincing argument, with evidence of weighing up reasons with clarity such as the rigour of key definitions with coherent and logical stages in the argument leading to a convincing conclusion. Candidates may argue that it is not convincing for reasons such as substantial problems with the concept of existence and necessary existence.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may clarify some views about whether or not this is a convincing argument in a straightforward manner such as one of Gaunilo's criticisms.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates may mention some views such as Descartes' example of triangles, but without application to their strength.

Question 2a		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question regarding the philosophical ideas of resurrection and present a full development of the content from level 3. This may refer to notions of 'person' and corporeality and revival of body. There may be an understanding of philosophical influences on the meaning of resurrection, together with conceptual analysis and scholarly debates.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of evidence that systematically answers the question about philosophical features. There may be conceptual analysis, and relevant context, beliefs about resurrection, together with significant philosophical principles such as notions of identity and mind-body issues. Proficient use of technical vocabulary.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about resurrection and status of 'body' with a limited knowledge of the demands of the question regarding philosophical features.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features of resurrection without evidence of understanding their philosophical significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the extent to which resurrection may be a more cogent belief than immortality. Candidates may follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts, drawing on scholarly debates so as to build up a coherent answer, and using good technical vocabulary. Candidates may draw on relevant contextual issues such as dualism and monism. They may clarify some distinctive features of immortality of the soul such as liberation of the soul from body and disembodied existence. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner, arguments and evidence relevant to the cogency of resurrection compared to immortality, with evidence of weighing up reasons with clarity such as problems with the meaning of key concepts, alternative interpretations e.g. of personal identity and mind-body problem, and a critical appraisal of these debates. A key issue may be debates about preservation of personal identity.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some arguments in support of resurrection such as continuity in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed</i></p> <p>Candidates may mention a few views about the merits of resurrection but without clarification.</p>



Question 2b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely that candidates may have a consistent focus on the 'compare and contrast' demands of the question. They may present a full development of the content from level 3, such as an understanding of distinctive meanings of these expressions with key exemplars. They may explain philosophical influences on the uses of these terms such as the Vienna school, conceptual analysis and scholarly contributions and these may include Ayer and Wittgenstein. Proficient use of technical vocabulary.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of reasons and evidence that systematically answers this comparative question. Candidates may display conceptual analysis underpinning verification and language games and their relevant contexts, together with significant philosophical principles such as theories of meaning, purposes of religious language. It is likely that candidates will make explicit reference to the comparative implications of these issues.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about verification and language games with a limited knowledge of the comparative demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features such as empirical support for claims but without evidence of understanding their comparative significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the stance that the use of language games is a more justifiable model than verification. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts, drawing on scholarly debates such as the contributions of Hick and Phillips so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner the claim about language games compared to verification, with evidence of weighing up arguments and reasons with clarity, such as problems with the meaning of key concepts, alternative interpretations and a critical appraisal of these debates.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some arguments in favour of language games noting its stress on the context of the claims, in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention some examples of language games but without clarification.</p>

## Ethics

Question 3a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates need to present an extensive account of one or more deontological ethical theories, for example, Kantian Deontology or Natural Moral Law, demonstrating a clear understanding of principles of absolutism, <i>a priori</i> ethics, and moral realism, based on or influenced by perhaps religious views of the world, the concept of duty, morality as accessible to all humans through use of reason. At this level candidates are able to express features of the theory/ies in terms of their strengths and weaknesses whilst maintaining a fluent answer. Case studies, if used, will be used analytically.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates are likely to have focused on the key features of one or more deontological approaches to ethics, possibly from the angle of content of the particular theory and with less attention to the conceptual issues arising from a general deontological approach. Case studies will be used more analytically, if at all. Candidates will have attempted to express some features as strong or weak.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to have correctly identified a range of key features of a deontological ethical theory but at a limited level in terms of length and depth and with little or no understanding of the broader ethical principles of deontology. Case studies may be used descriptively. Candidates may have made a limited attempt to express key features in terms of strengths and weaknesses.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates are likely to have identified one or more key features of a deontological ethical theory. Case studies may be used descriptively. Candidates will have made no attempt to express features in terms of strengths and weaknesses

Level	Mark	AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to have offered clear opinions as to the relative weaknesses and strengths of deontology, making use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to have offered one or more opinions as to the relative strength/weakness of deontological ethical theories.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to express a view regarding the strengths and weaknesses of deontology, coming to a simple conclusion.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates are likely to have given one or more strengths or weaknesses of deontological theories but with little or no consideration of their relative value.

Question 3b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates need to demonstrate a wide knowledge of Natural Moral Law, with reference to relevant scholars, for example Aquinas, as well as modern contributors to the theory, and have an understanding of Natural Moral Law within the context of ethical theory and principles. They will be able to fluently demonstrate their knowledge of the theory whilst examining ideas of its practical application.
3	13-18	<i>A range of relevant evidence which is clearly structured supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates are likely to demonstrate a good knowledge and understanding of the principles of natural law, usually with reference to relevant scholars and make some reference to the place of natural moral law within ethical theory in general. Some attempt made to display this knowledge within a structure that considers the applicability of Natural Moral Law to modern moral dilemmas.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		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 and with little or no understanding of the broader ethical principles. Case studies may be used descriptively. Candidates may have made a limited attempt to express key features in terms of how effectively it be applied to modern moral dilemmas.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates are likely to have identified one or more key features of natural moral law. Case studies may be used descriptively. Candidates will have made no attempt to express features in terms of how effective the theory is in dealing with modern moral dilemmas.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to have offered clear opinions as to the difficulties of applying natural moral law to modern moral dilemmas, making use of the contributions of key scholars and well chosen case studies, as well as informed personal opinion, arriving at a balanced conclusion.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to have offered one or more opinions as to the practicality of applying Natural Moral Law to modern moral dilemmas, but will be increasingly reliant on case studies to illustrate their views.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to express a view regarding the strengths and weaknesses of natural moral law coming to a simple conclusion, possibly with some reference to the wording of the question.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to have given one or more strengths or weaknesses of natural moral law but with little or no consideration of their relative value in terms of practical applicability to modern moral dilemmas.</p>

Question 4a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		At this level candidates may be expected to identify key characteristics and problems of ethical language: cognitive and non-cognitive language; whether ethical language claims are realist or anti-realist; ethical language as attempting to provide definitions of 'good', or descriptions of good actions; ethical language as prescribing good actions; ethical language claims as subjective expressions of opinion or preference. Reference may be made to logical positivism and emotivism and whether ethical language fulfils the criteria of meaningfulness, or, for example, to the is-ought gap and whether statements of fact can lead to meaningful statements of value.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates will be able to identify key features and problems of ethical language, though the range and depth will not be so extensive. However, there will still be a clear understanding of the implications of the questions and of contributions on scholars.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		At this level candidates may focus only on a few aspects of ethical language and the problems it raises. There will be a clearly identifiable argument, but considerably less broad or deep.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		At this level, candidates will have little knowledge or understanding of ethical language and its problems and may rely on inaccurately learned information or make unsubstantiated claims based on material inaccurately linked from other topics.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Evaluation of the claim may include a consideration of the way in which ethical language claims are understood in their context; whether a common understanding of ethical language can be identified despite different ways of expressing it - for example, common consensus on the value of life and the ordering of society. Candidates may consider ways in which ethical language is considered meaningful despite problems raised. At this level candidates will consider both points of view and reach a balanced conclusion.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>At this level, candidates will be offering a clear line of argument regarding the problems of ethical language and will be able to make some suggestions as to how those problems may be resolved. Their discussion will be less deep and broad and their conclusion less easily identified.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>The candidate is likely to offer a simple view as to how the problems of ethical language may be resolved, or whether they are insurmountable.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates at this level are likely to show any understanding of the implications of these problems and whether they can be resolved.</p>



Question 4b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates need to demonstrate a full knowledge and understanding of the two chosen terms, making reference where appropriate, to relevant scholars, ethical theories, and ways of approaching ethical decision making. Some element of comparison between the chosen terms may be evident. Answers will be well balanced in their consideration of the chosen terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates will offer a reasonably full knowledge and understanding of terms, with accurate association with ethical theories and some reference to the work of appropriate scholars. Answers are likely to be more focused around ethical theories which are traditionally characterised by these terms, and some case studies may be used.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates will show some knowledge and understanding of these terms in their broader context, but are likely to be dependent on information about ethical theories which may be characterised by these terms. Case studies may be used, with largely descriptive, but relevant value.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates will show some simple knowledge of these terms, expressed almost entirely in terms of the ethical theories studied and with use of descriptive case studies.

Level	Mark	AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to have demonstrated a clear understanding of how the chosen terms relate to each other and to offer well considered conclusions as to the value of that relationship. Conclusions will be supported by substantiated personal opinion and/or use of scholars. Candidates are likely to refer to the wording of the questions, considering how the ethical approach clarifies the applied ethical issue, considering, for example, how it may make it easier to assess difficult cases.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms</i>
		Candidates are likely to make one or more legitimate connections between the terms chosen and to offer a clear conclusion as to the nature of that relationship drawing on personal opinion or limited use of scholarship.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to express one or more simple ideas about the chosen terms, based on a simple case study or personal opinion.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates are likely to have shown a basic awareness of the terms chosen and make a descriptive link between the two.

## Buddhism

Question 5a		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question highlighting Buddhist influences on Ashoka and may present a full development and precise detail of the content from level 3. This may refer to key themes from the Edicts such as some social ethical teachings of Buddhism and their application, aspects of the five precepts, relationships with the Sangha and individual monks, details of expansion of Buddhism and formation of Pali Canon. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. This may reflect issues such as the Buddhist context to his life and work, and Buddhist influences at strategic points in his life, Buddhist themes in the Edicts, views about 'Dharma', spread of Buddhism.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key Buddhist aspects associated with Ashoka such as non-violence with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features of Ashoka such as his Edicts without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates may present a clear understanding of the evaluative demands of the question regarding Ashoka's contributions to the development of Buddhism. Candidates may follow through the views at level 3 such as a sustained critical analysis of arguments for and against the significance of his influence. Candidates may discuss interpretations of Ashoka's use of 'dharma', Ashoka's success in the spread of Buddhism but also the eventual decline of Buddhism in India. Candidates may refer to scholarship to build up a coherent answer, drawing on technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates may discuss various views about Ashoka's contributions to the development of Buddhism. This may refer to debates about the extent of Buddhist features within his own time and the apparent lack of attention to features such as meditation and fundamental Buddhist teachings. This may be balanced by the distinctive emphases in the Edicts and the evidence of devotion to the Buddha. Candidates may weigh up the evidence for and against the beneficial influence or otherwise of Ashoka, with a critical appraisal of debates.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may discuss some points of view such as links between the emperor and Buddhism in a straightforward manner.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates may mention some views such as Ashoka's children as missionaries for Buddhism but without clarification.

Question 5b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the 'compare and contrast' demands of the question highlighting significant features of Pure Land and Zen in Japan. Candidates may present a full development and precise detail of the content from level 3, such as distinctive comparative features of Pure Land and Zen including an understanding of the impact of key figures and writings on the respective traditions, a range of comparative views about selected beliefs and practices. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. They may reflect comparative issues such as context of Pure Land and Zen in Japan, key events, personnel and their influences, central ideas and practices and writings. Specific comparative points may refer to grace of Amida and role of nembutsu and faith compared to emphasis on types of meditation and self-help.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key people in Pure Land such as Shinran and the contributions of Eisai in Zen, with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates will identify a few features such as use of koans without evidence of understanding their comparative significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the significance of any similarities and differences between Pure Land and Zen. This may include debates between 'other-help' and 'self-effort' and respective teachings of Honen and Dogen. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of the similarities and differences between these movements. Candidates may use scholarship as appropriate to build up a coherent answer, drawing on good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may discuss in a purposeful manner these two traditions. There may be debates about the differences across these traditions but also the differences within them with on-going discussions about the role of faith or otherwise and different interpretations about ways to enlightenment. There may be debates about similarities and differences concerning links and reactions to Japanese culture and indigenous traditions.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some points of view such as a contrast between faith and meditation in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention some views, such as differences between zazen and role of Amida but without clarification.</p>

Question 6a		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question highlighting significant features of anatta and anicca, and present a development from the content from level 3. They may refer to the context of these teachings such as the radical differences to notions of atman and to views about significance of these terms, five groups of grasping and conditioned phenomena and causal explanations. Candidates may refer to some ideas about both anatta and anicca in the set texts including chariot analogy from Questions of King Milinda. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of these terms, including closely related concepts, understanding of range of interpretations of their meanings, using the set texts to supplement their material such as analogies including notions of continuity and development.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about anatta and anicca such as no-self and change, with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features such as no soul, without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely to include a clear understanding of the evaluative demands of the question concerning the view that these terms are essential for an understanding of dukkha. Candidates may follow through the interpretations and views at level 3 such as an understanding of the significance of the context of these teachings and their inter-relationships and debates about types of dukkha. There may be debates about the respective differences between anatta and anicca for understanding dukkha. Candidates may consider the respective influence of these terms for understanding rebirth and liberation. Candidates may draw on scholarship as appropriate to build up a coherent answer, using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner the essential importance of anatta and anicca for dukkha, such as the grasping for an illusory unchanging essence and an appraisal of debates in the set texts regarding these terms such as Milinda's scepticism of anatta. Candidates will weigh up any discussions and clarify problems of interpretation with a critical appraisal of debates.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify points of view in a straightforward manner such as the links of these ideas in the first two noble truths.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention some views such as change linked to suffering but without clarification.</p>



Question 6b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question highlighting significant features of the bodhisattva and to present a development and precise detail of the content from level 3. This may refer to distinctive Mahayana beliefs that influence this doctrine such as Buddhology, purposes of this doctrine such as ideas about liberation. There may be material on the bodhisattva vow and stages within the path and the notion of 'perfections', and significant features from a study of the set texts such as the Lotus Sutra. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of this doctrine within Mahayana Buddhism, understand the significance of key terms such as skilful means, wisdom and compassion, stages and perfections of the bodhisattva path. Candidates may make effective use of the set texts.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about bodhisattvas such as reference to Avalokita with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features about the bodhisattvas such as the vow without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the extent this doctrine exemplifies the differences between Theravada and Mahayana Buddhism. Candidates may follow through the views at level 3 such as a sustained critical analysis of arhat/bodhisattva models and different interpretations across a range of Buddhist traditions. These differences may have an impact on the role of the Sangha. Some candidates may consider elements of bodhisattva imagery within the Theravada tradition and also important shared emphases such as loving-kindness. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner the view that the bodhisattva doctrine typifies the differences between these two major Buddhist traditions. Candidates will weigh up the evidence for and against, clarify problems of interpretation such as the arhat doctrine, transfer of karmic merit, and status of bodhisattvas in specific Mahayana traditions, with a critical appraisal of debates.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some views about the differences between Theravada and Mahayana in a straightforward manner such as reference to the status of the Buddha in Theravada.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates will mention a view but without clarification such as images of bodhisattvas in countries represented by Mahayana tradition.</p>

## Christianity

Question 7a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates should give a full discussion of the practice on Liberation Theology and reference to the work of specific Liberation theologians. for example, Gutiérrez, Bonino or Boff.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates should discuss some of the distinctive features of Liberation Theology, for example, the teaching about the person and work of Jesus and salvation.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to develop the discussion of the factors which influenced the development of Liberation Theology, for example, the Old and New Testaments, Roman Catholic social teaching and Marxism. The answers should also refer to some of the distinctive features of the practice of Liberation Theology, for example, the base communities.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates are likely to mention some of the factors which influenced the development of Liberation theology in Latin America, for example, Roman Catholicism, poverty and oppression.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates should build on the issues discussed in level 3 with reference to scholarly opinion.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms</i></p> <p>Candidates are likely to consider specific features of Liberation Theology, for example, contextual theology compared with universal theology, the understanding of sin and salvation in Liberation Theology, the roles of the priest and the laity in the base communities.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to develop the comments made in L1 perhaps referring specifically to the views of Joseph Ratzinger/Pope Benedict XVI.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to make simple comments, for example, that the Roman Catholic establishment disapproves of Liberation Theology because of its use of Marxist analysis or that Roman Catholicism is thriving in Latin America.</p>

Question 7b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates should include some reference to the current work of the Movement in England, Wales and Northern Ireland and/or in Africa and India. The answers should also include up-to-date and accurate reference to the views of the Roman Catholic and Orthodox Churches.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates should include some reference to the responses of the Roman Catholic and Orthodox Churches to the Ecumenical Movement with specific reasons.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to give a brief outline of the history of the Ecumenical Movement, for example, mentioning the 1910 Edinburgh Conference, the continuation committees and the formation of the World Council of Churches.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates are likely to give a brief outline of the history of the Ecumenical Movement, for example, mentioning the 1910 Edinburgh Conference, the continuation committees and the formation of the World Council of Churches.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates should develop the discussion of the issues raised in L3 and should also discuss the aims of the movement, is understanding and co-operation preferable to unity?</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms</i></p> <p>Candidates should consider some of the issues raised in the relationship of the movement with the Roman Catholic and Orthodox Churches, for example teaching about the nature of the Church, the priesthood and the eucharist.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to refer to some of the achievements of the movement, for example, Churches Together, the work of the movement in Northern Ireland and in South India.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to make simple comments, for example, that the Ecumenical Movement is a Protestant movement or that it has not achieved unity.</p>

Question 8a		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates should develop L3 for example, comparing Barth's teaching with the existential approach of Macquarrie, the primordial being, the expressive being and the unitive being.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates should give an account of the key points of the teaching of at least two of the modern scholars or a more detailed discussion of the work of one of the scholars, for example, in Barth's work teaching about the Trinity is in the context of revelation, God reveals himself through Christ the Word and the interpretation of the revelation as revelation is the work of the Spirit.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear</i>
		Candidates are likely to focus on the teaching of the early Church but giving more detail of the teaching of, for example, Irenaeus, Tertullian, Augustine and the Councils of Nicea and Chalcedon. There may also be some reference to the teaching of modern scholars for example, Barth, Macquarrie and Rahner.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates are likely to make simple statements about the early history of the development of the teaching in the Bible and in the early Church though the guidance refers to modern scholarship.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates should consider the teachings as accurate expressions of Christian belief, for example, the view that Barth's teaching is Christocentric and undervalues the Trinity with reference to scholarly opinion.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms</i></p> <p>Candidates are likely to discuss the teaching of the modern scholars in the light of the teaching of the early Church, for example, explaining why modalism had been dismissed as a heresy by the early Church. The answers may also compare and contrast the teachings of the scholars discussed</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to make comments about the teaching discussed, for example that Barth's teaching is often described as modalism or that Macquarrie seems to have artificially assigned roles to the person of the Trinity.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to make simple comments about the difficulty of expressing the idea of a three-in-one God or the controversies it has caused within the Church.</p>



Question 8b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates should make an obvious attempt to compare and contrast the sources discussed, for example, do articles 3 and 6 of the Barmen Declaration preclude the use of political involvement in the expression of the beliefs of the Church as seems to be implied in Gutiérrez' teaching, though he is aware of the dangers of this approach.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates' answers explain the teaching of the sources in their own words rather than close reference to the sources, they should also put the teaching into its context, in the case of the Barmen Declaration the persecution of the Churches in Nazi Germany and the case of Gutiérrez the poverty and oppression of Latin America.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to give more detail of the actual sources, for example, from the Barmen Declaration, 'The Christian Church is the community of the brethren, in which Jesus Christ presently works in the word and the sacraments...' and from Gutiérrez, 'The Church has obvious social influence in Latin America...'
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates are likely to make simple comments, for example, that the Barmen Declaration takes the view that the state and politicians have no authority over the Church or that according to Gutiérrez the role of the Church varies according to circumstances.

Level	Mark	AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates should include some assessment of the effectiveness of the teaching that, for example, the Barmen Declaration has become an important theological statement and that Roman Catholicism in Latin America is thriving. There should be some reference to scholarly opinion: Barnett; Clements; de Gruchy; Ed Rowlands.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms</i>
		Candidates should be putting the teachings in a wider context, Barth's influence, Luther's teaching about the nature of the Church and Roman Catholic teaching
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to make comments about the involvement of the Church in politics, for example, though the Barmen Declaration argues that the Church is apart from politics, members of the Confessing Church were very involved in resisting the Nazis and that the establishment of the Roman Catholic Church does not approve the use of political analysis in Gutiérrez' work or the use of political means to achieve the aims.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates are likely to make simple comments regarding the very different contexts or the fact that the Barmen Declaration is Protestant and that Gutiérrez is a Roman Catholic.

## Hinduism

Question 9a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates are likely to have a consistent focus on the demands of the question highlighting significant features related to the view that he was primarily a reformer, and to present a development and precise detail of the content from level 3. This may include an understanding of appropriate contextual issues, the range of his reforming impact reflecting Hindu traditions with analysis of specific contributions such as the status given to ahimsa, highlighting evidence of reformation such as his role in Indian politics and the types of Hindu culture together with his views on inter-faith issues. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question regarding the view that Gandhi was primarily a reformer. The breadth and depth should reflect main issues so that any biographical material is adapted to Gandhi's reforming reputation. Candidates may focus on his context and background, and search for truth, views on the importance of welfare for all, political beliefs as a means of reforming aspects of Hinduism, equality and justice including the harijans.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about Gandhi as reformer incorporating some Western ideas with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few biographical features about Gandhi such as an example of non-violence without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the extent Gandhi maintained Hindu beliefs and practices. At this level candidates may adapt biographical material to argue a case.</p> <p>Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of the contrasting views of reformation yet 'orthodoxy' and his status as mahatma. Attention may be given to self-rule for India. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. This may refer to debates about non-Hindu influences on Gandhi.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms</i></p> <p>Candidates may evaluate in a purposeful manner the view of Gandhi as maintaining Hindu beliefs and practices. Candidates may weigh up the evidence for and against a type of orthodoxy along with a reformer, such as his appeal to a range of Hindu traditions including the status of dharma in his beliefs, but also opposition from within some Hindu groups.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some interpretations about Gandhi as reformer with evidence of his support for ancient Indian customs in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views such as his respect for the Gita but without clarification.</p>

Question 9b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question concerning a comparative study of these two figures, and to present a development and precise detail of the content from level 3. This may refer to key comparative features in their respective contexts, such as the influence of Vedantic monism on Ramakrishna and the Vedas on Dayananda Sarasvati. There may be attention to comparative issues associated with their teachings, practices such as mysticism and asceticism or a wandering yogi. Candidates may compare their later influences. This may refer to the influence of Vivekananda and the Ramakrishna Mission and contrast this with Arya Samaj with the aim of a return to the teachings of the Vedas. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. The breadth and depth should reflect main comparative issues such as major influences on their respective beliefs such as selected scriptures, doctrines and practices. Any biographical material may be selected so as to focus on the question including their respective influences.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key comparative ideas such as tolerance to other faiths compared to supremacy of the Vedas, with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few narrative features about one or other of these figures without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of a discussion concerning this comparative study. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of place of different types of religious experiences for these figures. There may be a discussion of their respective views about the status of Hinduism and selected scriptures linked or otherwise with inter-faith dialogue. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may discuss purposefully the contrasts. Candidates may debate some of the criticisms and contentious features of their respective ideas and practices, with an appraisal of their influences, with a critical appraisal of debates. Candidates may present material on different interpretations about the basis of Hindu beliefs together with implications for political influence including nationalist movements.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some points of view such as priority given to Vedic basis of Hinduism in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views such as value given to religious tolerance but without clarification.</p>

Question 10a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the AO1 demands across the whole question highlighting range of meaning of samsara and moksha and to present a development and precise detail of the content from level 3. This may refer to the contexts of these doctrines, significant features from a study of the set texts, and the ways moksha is significant across Hindu thought and practice, including the contributions of various key Hindu thinkers and selected key differences of interpretation. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. The breadth and depth may refer to the cycle of life, death and reincarnation with associated beliefs about atman and karma including ideas about heavens and hells. There may be material on liberation from samsara. Candidates may make effective use of the set texts.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about samsara and moksha such as atman and karma with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features about samsara and a cycle of life without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the view that moksha is the aim of Hindus. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of different interpretations of the key terms and significant differences of approach across different traditions including monistic and dualistic views. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner the view about the aim of Hinduism including different ways of achieving moksha and how this may affect its notion of being the 'aim'. There may be reference to renunciation and yoga and that moksha may appear too remote for some and for others there may be more of an emphasis on bhakti. There may be discussions about different interpretations of moksha and its relative significance in different traditions, this may refer to liberation from samsara, becoming Brahman. Candidates may weigh up the evidence for and against moksha being the aim and clarify problems of interpretations.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some interpretations about moksha being the aim compared to bhakti-yoga in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views about reincarnation and atman but without clarification.</p>



Question 10b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question highlighting significant features of the relevant texts regarding atman, and present a development and precise detail of the content from level 3. This may refer to relevant contextual information regarding the sources, such as changes to the interpretation of atman at different periods, significant themes from the texts such as identification with Brahman and the implications of an unchanging eternal soul for belief and practice. There may be material on ways to salvation arising from a study of atman from the set texts. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question focusing on the teachings on atman. The breadth and depth should reflect main issues such as context of these texts within Hindu traditions, and a range of illustrative material from the Katha Upanishad and the Gita that the candidate may select and adapt around key themes.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about atman as an unchanging soul with a limited knowledge of the demands of the question regarding the use of texts.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features about atman such as relationship with Brahman without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning debatable issues and also significance of beliefs about atman within Hinduism. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of the distinctive contributions of key texts and this may refer to implications for beliefs about death and reincarnation and bhakti. Candidates may use interpretations from different Hindu schools such as different beliefs about Brahman and the notion of atman operative in every form of life. Candidates may use scholarship as appropriate to build up a coherent answer using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms</i></p> <p>Candidates may evaluate in a purposeful manner the significance of these texts on atman. Candidates may debate the relative importance of this doctrine across different schools and traditions and also discuss different interpretations of this belief such as its connotations in the context of bhakti yoga.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some textual sources about atman and present a point of view in straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views about atman such as being the essential self but without clarification.</p>

## Islam

Question 11a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on an analysis of the factors that led to the division between Sunni and Shi'ah Islam. Candidates may present a development and precise detail of the content from level 3 with an ability to identify key issues and to highlight specific detail in order to substantiate their analysis. This may refer to the relevant historical context and attention may be given to themes such as authority, succession and representation among the caliphs with particular attention to Ali and Uthman and 'Abbasid and 'Umayyad dynasties. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that analyses the division in a systematic manner. The breadth and depth should reflect main issues such as context of the period. There may be analysis of issues of succession and infallibility, and God-given qualities, interpretations of authority. There may be reference to specific figures. Candidates may analyse interpretations of the Qur'an and Hadith, views about the nature of umma, role of Imam as legitimate leaders.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about this division such as a narrative account of the beginnings of Shi'ah Islam, with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features about the division such as the problem of succession after the time of Muhammad without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the view that Sunni is the main representation of Islam. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of issues such as authority, relationship with Qur'an, hadith and umma. Candidates may balance the view in support for Sunni, noting the historical roots of Shi'ah and links with the first four caliphs. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i>
		Candidates may evaluate in a purposeful manner the view about the status of Sunni Islam, including its percentage weighting among Muslims, candidates may debate issues related to authority and rightful succession, criticisms and contentious features of the development of Islam. There may be a critical appraisal of debates.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may clarify some views about Sunni Islam, such as its supremacy in terms of numbers in a straightforward manner.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates may mention a few views about the prevalence of Sunni Islam in most Muslim countries, but without clarification.aa

Question 11b		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question concerning the main features in a modern Islamic state. Candidates may analyse relevant contextual information, selected data on key personnel, relevant beliefs, and there may be material on political and economic changes, relationship with other faiths, range of different Muslim groups within the selected country. Candidates may present a development and precise detail of the content from level 3. It is likely candidates will specify the state rather than a generalised account of Islam in the contemporary world. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. The breadth and depth may reflect main issues such as context of the development of Islam in the selected country, analysis of practices and customs together with significant issues of social justice.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas such as key historical features with contributions of selected figures with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may present a basic descriptive account but without evidence of understanding its significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the view that Islam is undergoing a revival. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis including discussion of problems faced by Islam, of the complex nature of the development of Islam with different interpretations such as the quest for preservation and moves for adaptation. Candidates may discuss the contributions of selected key figures and movements. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner the notion of revival and may weigh up the evidence and its complexities. This may refer to reasons for a revival, type of revival with consideration of contentious issues including inter-faith issues. Candidates may refer to a particular country which may or may not be the same selected in the earlier part of the question. Or they may discuss this issue in a thematic manner.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some ideas about revival in Islam such as opposition to secular challenges and some points of view in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views that describe a feature of revival but without clarification.</p>

Question 12a		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question concerning the set texts and key beliefs about prophets before Muhammad. They may refer to an understanding of the phenomena of prophecy with exemplars selected from the texts, and to present a development and precise detail of the content from level 3, such as distinctive features about these beliefs and their significance within Islam, including the notion of mistaken interpretations of these prophets. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question using the relevant set texts. The breadth and depth may reflect main issues such as idea of messenger, ambassador, linking in with 'punishment stories' concerning God's message and persecution and the action of God. Candidates may focus on Abraham, Moses and Jesus and significance of revelation of Qur'an.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key ideas about prophecy such as textual material on an account of basic key teachings, with a limited knowledge of the demands of the question.
1	1-6	Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.
		Candidates may identify a few features about prophecy such as a basic account of Abraham without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of kufr and its contentious issues. This may include different interpretations of kufr and examples may include non belief in Allah, or revelation of Qur'an, or Muhammad with debates about types of punishment. Candidates may follow through the interpretations and views at level 3 and this may refer to an analysis of God's revelation, its authority and infallibility. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may discuss in a purposeful manner the significant debates about unbelief. Candidates may clarify issues such as nature of infallibility of Qur'an, including debates about place of authority within Islam, relationship with other faiths, significance for practice, with a critical appraisal of debates.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some interpretations about disbelief and present some points of view such as views about punishment for unbelievers in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views about an example of opposition to God but without clarification.</p>



Question 12b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question concerning the distinctive beliefs and practices of Sufism, and present a development and precise detail of the content from level 3. Candidates may refer to key features of mysticism, notions of union with God, complexities of its developments and range of types of Sufism in different countries and hence diverse features. There may be specific attention to the contributions to beliefs and practice by the likes of Al-Ghazali. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. The breadth and depth present an analysis of selected beliefs such as union with God and dualism and emanations, ideas about life after death including rebirth and divine soul, range of ritual and practices such as asceticism, contributions of key figures and ideas of authority and shaykhs.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key practices of Sufism such as stress on religious experience with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features about Sufism such as whirling dervishes without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the view that Sufism is radically different from other Islamic traditions. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of mysticism, dualism, ascetic practices and annihilation of individual in the reality of God and value given to dance and chanting. There may be discussions about the view that there is no inherent clash given the percentage of Muslims with affiliations to types of Sufism and links with shari'a, and evidence of a synthesis between Sufism and Sunni Islam. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner the complexities of the view about the radical nature of Sufism. Candidates may clarify debates such as status of founders and their influence on beliefs and practice such as a dualist philosophy, soul, rebirth and union with God, including debates about criticisms and contentious features of their ideas and practices, with an appraisal of their influences, with a critical appraisal of debates.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some opinions about the relationship between Sufism and other Islamic traditions such as links in terms of moral purity and some points of view in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views such as Sufism's emphasis on devotion but without clarification.</p>

## Judaism

Question 13a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the comparative demands of the question, and present a development and precise detail of the content from level 3 and this may refer to Enlightenment era. This may include key features of their contributions in selected contexts within Judaism such as Friedlander to early Reform thinking, noting substantial differences and any significant parallels together with evidence and reason for these, highlighting issues about Reform and Orthodox Judaism respectively. Attention may be given to Hirsch's critique of Reform and his defence of Orthodoxy with implications for belief and practice. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers this 'compare and contrast' question. The breadth and depth should reflect a comparative study of their respective backgrounds including religious, social and political issues, attention to their contributions to Reform and Orthodox traditions
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key biographical material about David Friedlander and Samson Raphael Hirsch with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Will identify a few features about one or two figures such as Hirsch and support for synagogues, but without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the contribution of Zionism to the development of Judaism. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of the notion of the people of the land and of God. There may be material on types of Zionism, some with a focus on the Temple in Jerusalem and other forms with political aims. Candidates may debate issues of assimilation or otherwise secular interpretations of Judaism. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner Zionism's contributions. Candidates may weigh up the views for and against any positive influence, including the merits from some quarters of the establishment of a Jewish homeland, criticisms against Zionism from other Jewish movements, including issues of racism and relationships with Arabs in the geographical area.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some views about Zionism and the links between Zionism and the state of Israel and some points of view in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views about Zionism such as narrative material about the state of Israel but without clarification.</p>

Question 13b		
Level	Mark	AO1
4	19-24	<p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>It is likely candidates may have a consistent focus on the AO1 demands across the whole of the question concerning the reasons for anti-semitism and an analysis of at least two Jewish responses to the Holocaust and present a development and precise detail of the content from level 3. This may refer to selected historical evidence and a case study may focus on Nazi ideology together with reference to the contributions of selected Jewish thinkers that may refer to the death of God, or the new Israel in the promised land. Proficient use of technical terms.</p>
3	13-18	<p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Candidates may select a range of material that systematically answers the question. The breadth and depth should reflect main issues, such as selected historical material closely relevant to the reasons for anti-semitism, such as the status of the chosen people with the supposed crimes and social menace of Jewry compared to notions of master race and the final solution. An analysis of some Jewish responses may include interpretations of the 'chosen people' and their role among Gentiles, including vicarious suffering.</p>
2	7-12	<p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may select some key reasons for anti-semitism and Jewish responses such as nationalistic pressures and an account of agnosticism, with a limited knowledge of the demands of the question.</p>
1	1-6	<p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Candidates may identify a few narrative features about anti-semitism without evidence of understanding their significance.</p>

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning at least two Jewish responses to the Holocaust. It is the quality of work rather than the sheer number of responses that will determine the mark, provided at least two are discussed. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of the notions of calamity and destruction. Implications of related and alternative descriptions such as the establishment of the state of Israel, theological implications such as the absence of God, notions of punishment. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may discuss in a purposeful manner at least two interpretations such as different theological views about the Holocaust. There may be conceptions about the role of the Jewish people including debates about human depravity and alternative interpretations such as the suffering servant figure, debates about messianic movements with a critical appraisal of debates.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some interpretations of the Holocaust and this may refer to beliefs about punishment by God and some points of view in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views such as a sense of despair but without clarification.</p>

Question 14a		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question analysing key features of these principles, and present a development and precise detail of the content from level 3. Candidates may highlight key features, and these may refer to existence of God, unity, incorporeality, eternity, prayer, prophets, Moses, immutable Torah, omniscience, reward and punishment, messiah and resurrection. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. The breadth and depth may reflect major themes including God, and revelation, status of Moses and Torah. These may be rooted in an examination of the set texts with added expository points.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some key features such as notions about Jewish ideas about God with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features about Maimonides in general without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the impact of these beliefs on Jewish thought. Candidates may follow through the views at level 3 such as a sustained critical analysis of different evidence from across different traditions. There may be attention to the methods of Maimonides such as the use of reason, influence of Greek philosophy on Jewish thought, use of analogy and the ways these approaches have influenced subsequent thinkers. A key feature is the status of monotheism and significance given to selected divine attributes. Candidates may draw on scholarship including evidence of critical views of Maimonides to build up a coherent answer using good technical vocabulary.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i>
		Candidates may discuss in a purposeful manner debates across different traditions and the different ways the principles of Maimonides have been adapted by different Jewish traditions. There may be discussions about the problems of anthropomorphism and transcendence, the status given to Moses in an inter-faith context and diverse interpretations of worship.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may clarify some views about the influence of Maimonides such as his role in Orthodoxy and some points of view in a straightforward manner.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates may mention a few views such as the place of Maimonides in the Siddur but without clarification.



Question 14b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		It is likely candidates may have a consistent focus on the demands of the question explaining the distinctive contributions of Chasidism to Judaism. Candidates may present a development and precise detail of the content from level 3, such as evidence of contributions which may involve distinctive teachings and practices. Candidates may draw on particular rebbes such as Ba'al Shem Tov and thinkers such as Martin Buber to illustrate their distinctive features. This may refer to stress on manifestations of God and immanence and intermediate stages and union between man and God together with ethical and social implications. Proficient use of technical terms.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates may select a range of material that systematically answers the question. The breadth and depth may reflect key teachings, such as oneness with God and quest for holiness, practices, worship and rituals, stress on religious experience and ecstasy, focusing on spiritual growth. Candidates may refer to specific instances of subsequent influence of Chasidism such as in America and in Orthodox Judaism.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may select some basic features of Chasidism such as value given to religious experiences with a limited knowledge of the demands of the question.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates may identify a few features about Chasidism such as the figure of the rebbe without evidence of understanding their significance.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may include a clear understanding of the evaluative demands of the question concerning the reasons for opposition to Chasidism within Judaism. Candidates may follow through the interpretations and views at level 3 such as a sustained critical analysis of theological controversies, differences about authority and practice using relevant exemplar material such as criticisms from the likes of Elijah ben Solomon Zalman and the view that Chasidism detracted from a study of Torah. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate in a purposeful manner the reasons for opposition to Chasidism within Judaism. Candidates may debate some ideas such as notions of immanence, mysticism, asceticism, including issues about the authority of rebbes, with a critical appraisal of debates among other Jewish traditions.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may clarify some views about opposition to Chasidism such as possible tension between ecstasy and study of the Torah with some points of view in a straightforward manner.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates may mention a few views about Chasidism such as opposition from rabbinic authority but without clarification.</p>

## Sikhism

Question 15a		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates are likely to select a limited number of key issues, such as identity and inter-faith relations, and offer a clear analysis of the reasons for their current importance within Sikhism; supporting their analysis with evidence and examples, such as the British Sikh community, reflecting where appropriate scholarly opinion and debates within the community. The main focus should be on the religious impact of the issues.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates will typically offer a broad range of issues and offer some pertinent analysis of their current importance for Sikhs; they are likely to use examples from, eg. the British Sikh community, to support their understanding. The main focus will be on the religious impact of the issues.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates will typically select issues which are prominent in the community, but without reasons why they are important in terms of the Sikh religion; they will offer some analysis, with limited examples, to show that they are aware of the impact of the issues.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates are likely to select either isolated or mainly general issues such as integration, and show that they are aware that these issues have an impact (not necessarily religious) on Sikhs generally.

Level	Mark	AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to give a balanced consideration to the relative impact of encounters with other religious traditions alongside other possible influences, such as internal dynamics within the Sikh community and/or social or historical factors such as the impact of materialism. They will typically illustrate these encounters with appropriate contextual examples, drawn from the UK or other contexts; and they will support their own view with relevant reasoning and argument.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i>
		Candidates will typically examine alternative viewpoints about the impact of encounters with other religions on some of the issues considered, by reference to at least one alternative, suitably illustrated, and will use this as the basis for drawing their own conclusion based on appropriate reasons.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates will typically focus on illustrating the encounter with other religions as the main basis of change, with only passing reference to a possible alternative, and will use such examples as the basis for their conclusion supported by a relevant reason.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates are likely to refer to one or more examples of encounters between the Sikh community and other religions, but make only tenuous links with the first part of the question, leading to a general and mainly unsupported conclusion.

Question 15b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates are likely to give a careful overview of a variety of sources ranging from the Guru Granth Sahib to other significant documents, to selected examples of community leadership and the SGPC, and offer an analysis of their relative importance today; the analysis is likely to include reference to specific examples and to set the response within the framework of a clear understanding of the concept of authority.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates will typically show that they have an understanding of the concept of authority and how it is exercised within the community, offering at least a broad overview and some analysis of the relative importance of different sources.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates will typically show, at least implicitly, that they understand the concept of authority, and will offer examples to show that they are aware of some diversity within the community about how it is exercised.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates are likely to focus descriptively on at least the Guru Granth Sahib and local leadership, with isolated examples, but lacking an overall conceptual framework.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to consider the impact or the influence of some of the less traditional sources of authority, such as spiritual leaders of particular groups within the community, as a basis for a discussion of the issue of how far these may represent a departure from traditional Sikh views, leading to a balanced and reasoned conclusion which recognises that there is usually an inter-relationship between the traditional and the later development.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates will typically present an either/or argument about how far alternatives to the Guru Granth Sahib are a departure from the traditional view, with only limited reference to the inter-relationship between different authorities, leading to a mainly straightforward conclusion supporting one particular view, with reasons.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates will typically adopt a straightforward line of argument that some sources are a departure from the traditional view, and will draw a conclusion using basic arguments such as that the Guru Granth was established as the only authoritative source.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to present a simple argument that the Guru Granth Sahib is the only recognised source and any others are by definition a departure from tradition.</p>

Question 16a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates are likely to show how the concept of union with God is the foundation of Sikhism, and to link this idea with the practice of devotion and the goal of spiritual liberation; they are also likely to offer some understanding of the nature of the experience of anand, possibly using recognised analogies, such as the court of God, and to support their understanding with suitable arguments or examples.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates will typically offer an analysis of the concept of 'union' with at least some attempt to link it with , e.g. mukti; they will also give a basic and general, though accurate, account of its place within Sikhism.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates will typically show a basic understanding of 'union' supported by suitable example(s) from the tradition, and make a limited though accurate attempt to describe its place within Sikhism.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates will typically give a general or partial account of 'union' and offer a limited account of its place within Sikhism.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to show a clear understanding of the concept of the 'grace of the Guru', in the context of the discussion of the relative importance of divine inspiration and human effort in achieving enlightenment; they will use this as the basis for recognising the interplay these two motivating forces and in drawing their own conclusion, using relevant argument and reasoning.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates will typically recognise the importance of human effort but are likely to focus on the traditional teaching about 'grace' as the only effective basis of enlightenment, using relevant examples to show a basic understanding of the concept and drawing a mainly one-sided conclusion supported by relevant reasons.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates will typically show a basic understanding of the concept of grace and give a clear but limited outline of traditional Sikh teaching with only passing reference to the role of human effort, leading to a straightforward but one-sided conclusion supported by a simple reason.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to offer a limited explanation of the concept of grace, with little or no reference to a possible alternative view, leading to an unsupported conclusion.</p>



Question 16b		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		Candidates are likely to show understanding of the main religious principles of the Rahit through an analysis of key terms and concepts such as faith in one God and meditation on the divine Nam, normally illustrated with examples from the Rahit which show how these principles may be expressed - if social and organisational aspects are referred to, their religious framework should be made clear.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		Candidates will typically explain the main headings of the Rahit and show a clear knowledge of their content, though without necessarily dealing with the underlying principles; they will illustrate some of the main headings with examples from the text and from ways in which Sikhs put them into practice.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to show a sound knowledge of the main teachings of the Rahit and some understanding of how Sikhs apply them, but with little distinction between religious and social considerations.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		Candidates will typically refer randomly to some of the teachings of the Rahit, offering occasional examples of how they may be applied.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will typically deal with some of the underlying concepts of this ideal, such as miri and piri, and explain how the ideal is fulfilled in the Sikh way of life, as a basis for discussion of possible alternative views which are likely to focus on issues about the balance and polarities of the two aspects, such as the extent to which aggression violence are part of the Sikh ethos; leading to a conclusion about how far devotion to God and service to others are compatible with the 'soldier' element.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to focus on explaining what the ideal means in theory and practice, with examples, leading to a general acceptance of the view expressed as a typical view of Sikh spirituality, but without dealing in any depth with the underlying principles or possible alternative views; and leading to a general conclusion about the appropriateness of the ideal in the light of the principle eg of gurmukh.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates will typically show some understanding of the concept by illustrating how the ideal is shown in practice, showing awareness of possible links or contradictions with other ideals, leading to a general but mainly unsupported conclusion.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to offer some general statements and occasional examples of the ideal but only incidental comments about whether it is representative of other Sikh ideals.</p>

## New Testament

Question 17a		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		<p>For Luke, candidates need to present an extensive account of Jesus' teachings on the kingdom of God, for example parables and sayings. They should demonstrate a clear understanding of the teachings and meaning behind them, for example salvation and eschatology and influence of Judaism. At this level candidates are able to explain the teachings, particularly in light of views of scholars concerning present and future eschatology.</p> <p>For Fourth Gospel, candidates need to present an extensive account of the Prologue, for example the Word made flesh, children of God, light and dark. They should demonstrate a clear understanding of the teachings and meaning behind them, for example salvation and influence of Judaism and Gnosticism. At this level, candidates are able to explain the teachings in light of views of scholars.</p>
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		<p>For Luke, candidates are likely to have focused on the key features of one or more teachings, possibly from the angle of content of the particular parable or saying and with less re-telling the textual narrative. Explanation of background and symbolism are also important.</p> <p>For Fourth Gospel, candidates are likely to have focused on the key features of one or more aspects of the Prologue, possibly from the view of content of the particular issue raised and with less attention to merely re-telling the textual narrative. Explanation of background and symbolism are also important.</p>
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		<p>For Luke, candidates are likely to have correctly identified a range of key features of the kingdom of God but at a limited level in terms of length and depth and with little or no understanding of the broader theological issues. There may be extensive re-telling of the narrative. Candidates may have made a limited attempt to express key ideas, but will lack depth of discussion.</p> <p>For Fourth Gospel, candidates are likely to have correctly identified a range of key features of the Prologue but at a limited level in terms of length and depth and with little or no understanding of the broader theological issues. There may be extensive re-telling of the narrative. Candidates may have made a limited attempt to express key ideas, but will lack depth of discussion.</p>

1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		For Luke, candidates are likely to have identified one or more key features of the teachings, but will rely heavily on textual description. Candidates will have made no attempt to explain teachings in-depth. For Fourth Gospel, candidates are likely to have identified one or more key features of the Prologue, but will rely heavily on textual description. Candidates will have made no attempt to explain teachings in-depth.

Level	Mark	A02
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to offer clear, evaluative opinions of the teachings concerned and make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to have offered one or more opinions, backed up by the views of scholars as to the meaning of the teachings.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to express a view regarding the nature of the teachings, possibly with passing reference to scholars and coming to a simple conclusion.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates are likely to have relied heavily on textual narrative, with little reference to meaning or scholarship.

Question 17b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		For Luke, candidates need to demonstrate a wide knowledge of possible purposes with reference to relevant scholars, for example Tasker and Marshall, and have an understanding of the purposes within the context of the time. They will be able to fluently demonstrate their knowledge of the textual evidence whilst examining external ideas and influences. For Fourth Gospel, candidates need to demonstrate a wide knowledge of possible purposes with reference to relevant scholars, for example Smalley and Marsh, and have an understanding of the purposes within the context of the time. They will be able to fluently demonstrate their knowledge of the textual evidence whilst examining external ideas and influences.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		For Luke, candidates are likely to demonstrate a good knowledge and understanding of the possible purposes usually with reference to relevant scholars and make some reference to the internal and external evidence. Some attempt made to display this knowledge within a structure that considers the alternative theories and ideas concerning that purpose. For Fourth Gospel, candidates are likely to demonstrate a good knowledge and understanding of the possible purposes usually with reference to relevant scholars and make some reference to the internal and external evidence. Some attempt made to display this knowledge within a structure that considers the alternative theories and ideas concerning that purpose.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		For Luke, candidates are likely to have correctly identified a range of key ideas concerning the purpose, but at a limited level in terms of length and depth and with little or no understanding of the broader theological principles. There may be reliance on textual narrative description. Candidates may have made a limited attempt to express key features. For Fourth Gospel, candidates are likely to have correctly identified a range of key ideas concerning the purpose, but at a limited level in terms of length and depth and with little or no understanding of the broader theological principles. They may be reliance on textual narrative description. Candidates may have made a limited attempt to express key features.

1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		For Luke, candidates are likely to have identified one or more key features of the purpose but will rely heavily on re-telling textual narrative. Candidates will have made no attempt to express features in terms of their theological significance. For Fourth Gospel, candidates are likely to have identified one or more key features of the purpose but will rely heavily on re-telling textual narrative. Candidates will have made no attempt to express features in terms of their theological significance.

Level	Mark	AO2
4	13-16	<i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to have offered clear opinions of the different views and theories concerning possible purposes and make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion.
3	9-12	<i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to have offered one or more opinions as to the possible different purposes of the author, such as reference to other philosophies and notions current at the time. Reference to scholarly argument should be included.
2	5-8	<i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to express a view regarding the possible purposes and come to a simple conclusion, possibly with some reference to the wording of the question. Will probably name a scholar.
1	1-4	<i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i>
		Candidates are likely to have made broad comment on possible purposes but with little or no critical consideration of their significance.

Question 18a		
Level	Mark	AO1
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		For Luke/ Fourth Gospel, candidates need to demonstrate a full knowledge and understanding of the textual narrative and background, making reference where appropriate, to relevant scholars, fulfilment of scripture, and Old Testament references. Some element of comparison between the actions of the religious and political authorities may be evident. Answers will be well balanced in their consideration of the motives behind the actions, supported by scholarly debate.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		For Luke/ Fourth Gospel, candidates will offer a reasonably full knowledge and understanding of textual narrative and background, with accurate association with fulfilment of scripture and Old Testament symbolism together with some reference to the work of appropriate scholars. Answers are likely to be more focused around differing motives of the religious and political authorities, balanced by reference to scholars and text.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		For Luke/ Fourth Gospel, candidates will show some knowledge and understanding of the textual narrative and background in terms of their broader context, but are likely to be dependent on re-telling the story. This may be largely descriptive and with limited relevant value.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		For Luke/ Fourth Gospel, candidates will show some simple knowledge of the textual narrative, expressed almost entirely in descriptive terms with little reference to background or scholarship.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to have demonstrated a clear understanding of why the religious and political authorities acted as they did and should avoid stereotyping. They should offer well-considered conclusions supported by substantiated personal opinion and use of scholars.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to make one or more legitimate connections between the actions and intentions of the religious and political authorities and to offer a clear conclusion as to the nature of that action, drawing on personal opinion and limited use of scholarship.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to express one or more simple ideas about the actions of the religious and political authorities, based on a simple textual reference or personal opinion.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to have shown a basic awareness of the text and make a descriptive link between the actions of the religious and political authorities.</p>



Question 18b		
Level	Mark	A01
4	19-24	<i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i>
		For Luke/ Fourth Gospel, candidates need to show a full and clear understanding of three religious features contained within the textual narrative and offer a range of views concerning their meaning, supported by relevant scholarship and reference to fulfilment of scripture and Old Testament symbolism.
3	13-18	<i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i>
		For Luke/ Fourth Gospel, candidates will offer a range of features, supported by reference to textual narrative, Old Testament symbolism and the views of scholars. Accurate and relevant quotations will be very helpful.
2	7-12	<i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		For Luke/ Fourth Gospel, candidates are likely to demonstrate a knowledge and understanding of the main features and to present a simple range of examples and references from scripture.
1	1-6	<i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i>
		For Luke/ Fourth Gospel, candidates are likely to show a basic awareness of one or more features and offer a basic view of the background and meaning. Answers are likely to be largely descriptive.

Level	Mark	AO2
4	13-16	<p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to demonstrate a full understanding of the resurrection narrative and assess its importance to the author. This may be done by reference to the implications for readers of that time, during Roman persecution. A substantiated conclusion is likely to be drawn on the basis of personal opinion and relevant scholarship.</p>
3	9-12	<p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms</i></p> <p>Candidates are likely to demonstrate a clear understanding of the resurrection and its importance to the author, probably by reference to its effect on the readers of the day. They should be able to draw a clear conclusion based on personal opinion and the views of scholars.</p>
2	5-8	<p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates will show a simple understanding of the importance to the author and draw a simple but relevant conclusion as to the significance of the resurrection, probably in relation to the readers of the day. May refer to one or more scholars.</p>
1	1-4	<p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to interpret the view of the author in their own terms and make a simple reference to the views of scholars. Any conclusion drawn is likely to be personal opinion.</p>