

Mark Scheme (Results) January 2009

GCE

GCE Religious Studies (6RS01) Paper 01

6RS01 Unit 1 - Foundations

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

Assessing Quality of Written Communication

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

Assessment Objective 1

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

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

2	<p>Mainly relevant and accurate information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 6 marks most information presented is relevant to the task and accurate; limited in scope; organised sufficiently to show an implicit awareness of the issue; expressed with limited clarity</p> <p>Mid Level 2: 7-8 marks relevant and accurate information organised to show some awareness of the issue raised; with sufficient scope to show recognition of the breadth of the task; expressed simply and with some clarity</p> <p>High Level 2: 9-10 marks a simple structure in which appropriate information is organised; leading to a clear though basic awareness of the issue raised; expressed clearly</p>	6-10
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 3: 11 marks sufficient accurate and relevant knowledge to show a sound awareness of the issue; information organised to present a clear structure; some key features identified; reference to some key ideas and concepts; expressed clearly using technical terms occasionally</p> <p>Mid Level 3: 12-13 marks breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features identified with some elaboration; showing understanding of some key ideas and concepts; expressed clearly and accurately using technical terms</p> <p>High Level 3: 14-15 marks a good range and/or detail of appropriate knowledge; presented in a mainly coherent structure; significant features explained for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately</p>	11-15

4	<p>A coherent and well-structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> <p>Low Level 4: 16-17 marks accurate, relevant and detailed knowledge of the subject matter at a broad range or in sufficient depth; emphasis on significant features; using evidence to show general understanding of the key ideas; expressed clearly, using technical language appropriately</p> <p>Mid Level 4: 18-19 marks accurate, relevant and detailed knowledge of the subject matter at a wide range or in significant depth; emphasis on the most important features; using well-chosen evidence to support understanding of key ideas and concepts; expressed clearly and accurately, using technical language widely</p> <p>High Level 4: 20-21 marks accurate, relevant and detailed knowledge used concisely to present a coherent and well-structured response to the task at a wide range or considerable depth; selecting the most important features for emphasis and clarity; using evidence to explain the key ideas; expressed cogently using technical language</p>	16-21
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Assessment Objective 2

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

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

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

Philosophy

Question		
1(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of a few ideas of the design argument without reference to strengths.
2	6-10	Candidates may identify some key ideas about the design argument with passing reference to its strengths.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas such as inductive method, types of order, ideas of purposefulness and use of analogy. Candidates may refer to some strengths such as its explanatory force, its basis in experience and the links of the stages of the argument with the conclusion. Typically candidates may refer to various scholars and some may concentrate on a particular version and either approach is credit-worthy.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may initially examine the key ideas and then proceed to examine its strengths and some may run these two demands together and either model is credit-worthy. Candidates may examine the range of explanations for different types of order, the advantages of arguments based on experience, usefulness of reasoning based on analogy, its coherent line of reasoning. Typically candidates may make effective use of key scholars including the likes of Aquinas, Paley, Swinburne and some may analyse in more detail the ideas of one scholar.

Question		
1(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple argument such as the view that the universe exists by chance but without attention to the wording of the question.
2	3-4	Candidates may clarify a basic argument with reference to a few strengths and weaknesses but without adapting these views to the question.
3	5-6	Candidates may focus on the evaluative part of the question by a sustained summary of various strengths and weaknesses with a basic focus on the issue of the arguments being equally balanced.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically candidates may weigh up the merits or otherwise of arguing for the probability of this argument compared to the notion of the strengths and weaknesses being equally balanced. Some candidates may consider the implications arising from arguments that are thought to be equally balanced. Typically candidates may assess the debates among scholars such as Swinburne's criticisms of Hume and consider possible counter arguments from Dawkins.

Question		
1(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of a few ideas associated with the cosmological argument in a simple manner.
2	6-10	Candidates may identify some key ideas about selected aspects of the cosmological argument, presented in a straightforward manner.
3	11-15	Candidates are likely to select some of the distinctive ideas of the cosmological argument. A well-planned answer may examine distinctive ideas and concepts such as the principle of sufficient reason, movement and unmoved mover, causation and necessary cause, contingency and necessary existence. Candidates may examine a range of these ideas or focus on one or two of them and these various approaches are credit-worthy. Typically candidates may examine some types of conclusion associated with this argument.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the pivotal significance of explanation in this argument. Candidates may examine the distinctive features of one or more of the first three ways of Aquinas although there are relevant examples from other philosophers such as Craig and Hick. Typically candidates may examine the key stages in this type of argument, including its assumptions, and the coherence of its conclusion. Candidates may refer to scholars and movements such as Aquinas, the kalam argument, Leibniz, Swinburne.

Question		
1(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple argument without focusing on the demands of the question.
2	3-4	Candidates may clarify a basic argument with reference to a few strengths.
3	5-6	Candidates may focus on the evaluative part of the question. It is likely candidates may consider the strengths and weaknesses of the argument and come to an informed opinion about the extent to which this may be viewed as a strong argument. Some candidates may debate this issue with reference to scientific and religious claims.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning with explicit focus on the issue of the extent to which this may be a strong argument. It is likely candidates may debate points of view such as why the universe exists at all together with the notion of the universe as not being self explanatory compared to ideas about the universe as 'brute fact'. Typically candidates may consider debates about this argument such as that between Copleston and Russell.

Question		
2(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of suffering with a simple presentation of a solution.
2	6-10	Candidates may identify some key ideas about some aspects of the problem of suffering and a simple account of two solutions.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. It can be noted that for the purposes of this question candidates may interchange the terms suffering and evil. A well-planned answer may examine ideas about the reality of suffering and problems of coherence between aspects of suffering and selected attributes of God. Typically candidates may present a well-structured examination of two solutions and these may include attention to key notions such as accounts of the free will defence and the vale of soul making.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may approach this question from a variety of religious perspectives and will be credited with any relevant selection of material. Candidates may pinpoint key features of the problem of suffering noting the nature of the problem may vary from one religious tradition to another. Typically candidates may analyse key terms and concepts. Candidates are likely to draw on the contributions of influential philosophers such as Augustine, Irenaeus, Plantinga, Hick, Swinburne.

Question		
2(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple argument with peripheral attention to the question.
2	3-4	Candidates may clarify a basic argument with reference to weaknesses of the solutions but present only a partial answer.
3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may assess the strengths and weaknesses of the two solutions and this may include debates about the free will defence and refinements to the vale of soul making theodicy. It is likely candidates may come to an informed opinion about these solutions and the view that they do not solve the problem.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the view that the problem is a 'mystery' and what this may entail. It is likely candidates may draw on scholarly debates such as Mackie, Rowe, Moltmann on a range of philosophical issues. These may include reference to exemplars such as the charge of contradiction and the evidential problem and whether proposed solutions such as process theology may be reasonable. Candidates are likely to debate the implications for views about rational support for atheism and or refinement of religious belief including comments on the beliefs in a 'suffering God'.

Question		
2(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of miracles without a focus on the question.
2	6-10	Candidates may identify some key ideas about miracles with a simple account of why some believe in miracles.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine a range of ideas about types of miracles. Candidates may refer to some case studies and use exemplar material as an effective way of illustrating significant principles. This may include reference to what is thought to be logically impossible, and the coherence between certain types of belief about God and in his miraculous acts.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. It is likely candidates may examine the importance of the context of various views about miracles. Candidates may examine some of the problems of defining miracles by an analysis of key topics such as what is 'impossible', coincidence, 'laws of nature'. Some candidates may examine the view that a substantial reason for believing in miracles is that it provides a basis for belief in God coupled with empirical evidence. It is likely candidates may make effective use of scholars such as Aquinas, Holland, Swinburne, Tillich.

Question		
2(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple argument against belief in miracles without a focus on the question.
2	3-4	Candidates may clarify a basic argument against miracles presented in a straightforward manner without close attention to Hume.
3	5-6	Candidates may focus on the evaluative part of the question. It is likely candidates may present an accurate account together with a critical appraisal of Hume's ideas. Candidates may concentrate on his reasoning from evidence including problems of the reliability of witnesses, human credulity, the unreliability of witnesses related to their background and context, the counter-example of belief in miracles from different religions. Typically candidates may assess these criticisms and come to an informed opinion about their validity.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the philosophical problems of belief in miracles. Typically candidates may be knowledgeable about the range of Hume's criticisms. They may debate his <i>a priori</i> view about the logical impossibility of miracles. They may supplement this with a critical synopsis of his <i>a posteriori</i> reasoning. Typically candidates may debate the various contributions of scholars such as Mackie, Moore, Smart. It is likely candidates may come to a justifiable conclusion that coheres with their use of reason and evidence.

Ethics

Question		
3(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates are likely to rely on a very limited range of material regarding Utilitarianism and its appealing features. They may struggle to make clear that appealing features are those which may be considered strengths. It is unlikely they will have any clear understanding of the wider context of utilitarianism and may depend on simplistic case study material and key words such as 'happiness' and 'greatest number'.
2	6-10	At this level, candidates may struggle to identify and express appealing features of the theory and the answer may have a disjointed feel. Candidates are likely to discuss a limited range of characteristics but may still focus entirely on Bentham and Mill. Case studies will typically be used more illustratively, but still be largely descriptive.
3	11-15	Candidates may offer an increasing range of features of utilitarianism and deal with them in more depth with a greater fluency in conveying why these may be thought appealing. Candidates may concentrate on Bentham's and Mill's approaches to the theory but are more likely to consider other developments of Utilitarianism and to demonstrate an awareness of Utilitarianism in its social context and as an ethical theory.
4	16-21	At this level candidates are likely to be able to identify a significant range of features of utilitarianism or to explore a narrower range at some depth. They will typically make reference to the teleological nature of the theory, the principle of utility, to issues of consequentialism and means to an end. At this level, candidates are likely to display some knowledge and understanding of Utilitarianism within its social context. Bentham and Mill are likely to feature prominently with clear understanding of how their forms differ and why, but at this level candidates may also make reference exclusively or additionally to other forms of Utilitarianism. Candidates will be comfortable with expressing how key features of Utilitarianism may be perceived as appealing.

Question		
3(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates at this level will typically struggle to raise any new material and are likely to rely on basic repetition of ideas from (i). They are unlikely to have reached a conclusion or to have shown any clear understanding of what is implied by the wording of the question
2	3-4	At this level, candidates may incorporate new information and attempt to reach a balanced conclusion. Consideration of whether the appealing features of Utilitarianism enable the theory to survive the criticisms levelled at it is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct, although at the top of this level candidates may be demonstrating some awareness of the philosophical principles of the theory
3	5-6	At this level, candidates may rely on some repetition of material from (i) but will typically maintain a clear line of argument in terms of how far the strengths are still more appealing than the weaknesses. Some new material is likely to be included, although at a simpler level than explored at the higher level. Candidates are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses with some reference to the wording of the question and use of key terms.
4	7-9	At this level, candidates are likely to offer new material on which to base their argument and will not be reliant on repeating material from (i). They will typically make a genuine attempt at evaluation through a reasoned and balanced argument which may conclude in any valid direction. Candidates are likely to make direct reference to the wording of the question, possibly considering how different forms of Utilitarianism enable the theory to survive criticisms, and establish a clear argument for or against the view from the outset.

Question		
3(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	At this level candidates are likely to make simple references to rejection of rules and the role of agape, but with little understanding of the significance of the theory for religious morality or of its key principles and concepts. Case studies may be used liberally and simplistically. Misunderstandings of agape and of the difference between Situation Ethics and other related ethical theories may not be clearly recognised.
2	6-10	At this level candidates are likely to demonstrate a basic understanding of the situationalist approach of the theory, with some grasp of the nature of agape and of the rejection of absolute and traditional moral rules. Some reference may be made to the social influences on the theory although candidates may rely more on simplistic understandings of 1960s culture. Case studies may feature relatively prominently, with little development of their implications. Exploration of the link between Situation Ethics and religious morality may be tenuous.
3	11-15	At this level, candidates are likely to demonstrate a clear understanding of the key features of the theory as a relative, situationalist theory and of its rejection of absolutes. Some understanding of the social and cultural background and influence on the theory is likely to be demonstrated, and of the centrality of agape to the situationalist approach. Case studies are likely to be used carefully, but may be more dependent on the candidates' own imagination rather than those offered by Fletcher. Some attempt to trace the relationship between Situation Ethics and the ministry of Jesus may be made
4	16-21	At this level candidates are likely to be able to identify a significant range of features of Situation Ethics, or to explore a narrower range of features at some depth. They may make reference to the relative nature of the theory, to the rejection of absolutes, the centrality of agape, personalism and positivism, the example of Jesus, and to the attempt by Robinson and Fletcher to establish an ethic for 'man come of age'. At this level, candidates are likely to display some knowledge and understanding of Situation Ethics within its social context and to show some understanding of the controversial nature of the theory and its relationship with changing theology in the mid 20 th century. Case studies are likely to be used with discretion, perhaps Fletcher's own, rather than hypothetical scenarios.

Question		
3(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may typically make simple reference to the principle of agape as a principle of Christian love as the dominant religious aspect of the theory but with little development of the idea that Situation Ethics was an attempt to relate Christian morality to the late 20 th century or that this notion was considered highly controversial by some. Candidates are likely to be reliant on reference to one or two simple strengths or weaknesses.
2	3-4	At this level, candidates may show an increasing awareness of the implication of the question – that Situation Ethics attempted to make religious morality appealing to the later 20 th century, and to suggest why some critics found this challenging. They may typically offer suggestions as to how it may be considered more secular than it initially appears and how the challenges to it were met within Christian teaching.
3	5-6	At this level, candidates will be increasingly able to target the key issue of the question – that Situation Ethics attempted to be a truly religious ethic for ‘man come of age’ but for many Christian thinkers, failed to live up to the rigorous standards of religious morality. Reference to some key scholars may be made, and reference to Jesus’ situational approach may be used as a basis for the candidates’ argument.
4	7-9	At this level, candidates may make some assessment of how the ideals of the theory may fall short of experience; able candidates are likely to refer to specific criticisms raised by scholars such as Barclay and Dunstan. At this level, some balanced argument, such as the appeal of <i>agape</i> , compassion and rejection of inflexible rules which do not take into account the needs of the individuals; appeal to New Testament principles and the ministry of Jesus, as well as the evolutionary nature of human morality, culture, society and intellectual progress may all be made, with a clear understanding of how these may be understood as religious ethical principles.

Question		
4(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	At this level, candidates are likely to address a very limited range of ideas associated with just war. It is likely that they will rely on GCSE level retelling of the principles of just war and will show little awareness of the deeper principles behind it. Some candidates may fail to make a clear connection between considering war as justifiable and the Just War theory.
2	6-10	Candidates are likely to refer to a narrow range of ideas associated with just war, focusing on, perhaps, a few conditions or one scholar's version of the Just War theory. They may make some references to modern day applicability of the just war theory but demonstrate little fluency in dealing with the theory in depth. Some still may miss making a direct connection between the wording of the question and the Just War Theory.
3	11-15	Candidates at this level will typically show a good understanding of a range of approaches to just war without examining these in detail or extent. Illustrative examples may lack fluency and the approach may be more formulaic than at the higher level and may rely on learned lists of features or factual anecdote. Candidates will typically have made a connection with the wording of the question and the Just War theory.
4	16-21	At this level candidates will typically be able to deal confidently with a range of issues associated with the Just War theory and have made a clear and quick connection with the wording of the question and the Just War theory. They are likely to have a secure knowledge of at least one form of the Just War theory and be able to examine it with reference to examples without falling into narrative. Candidates are likely to demonstrate knowledge of religious and non religious principles regarding just war. They may make reference to specific wars or issues without resorting to anecdote.

Question		
4(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates are likely to rely on some repetition of ideas from part (i) and to show little evaluative skill in tackling the problems of the Just War Theory. Some weaknesses of the theory may be expressed, but the implications for pacifism of the idea that there are 'no good reasons to go to war' are unlikely to be explored.
2	3-4	At this level, candidates may show an increasing awareness of the implications for pacifism posed by the problems of the Just War theory and the claim that it attempts to justify unjustifiable wars. Weaknesses of the theory may be more clearly expressed as a failure to show that any war or wars could be justified.
3	5-6	At this level, candidates are likely to make a clear connection between the wording of the question and the implication that most pacifist stances would claim that no war can be justified under the theory. Weaknesses of the theory are more likely to be explained within the context of whether the theory is compatible with pacifism or whether it attempts to justify the unjustifiable.
4	7-9	At this level candidates will typically tackle the issues of justifiability and pacifism without relying on any repetition from (i) and are likely to raise a range of contrasting ideas in consideration of the dilemma, before drawing a conclusion based on their well informed opinion, religious teaching and the contribution of scholars.

Question		
4(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	At this level, candidates will typically struggle to respond to the wording of the question without reliance on narrative details of one or more dilemmas in sexual ethics. Some simple reference may be made to the difficulties presented by applying different beliefs and ideologies to the problem of solving personal and social moral dilemmas and to the conflicts different approaches are required to face.
2	6-10	At this level, candidates will typically have a firmer grasp on the wider issues of the question, which asks them to explore the problem of solving moral dilemmas in sexual ethics from a variety of perspectives. They may make some simple reference to a specific dilemma and the problems of solving it using one or more approaches. Problems of freedom of choice, the influence of religious beliefs, tradition and culture may be addressed.
3	11-15	At this level, candidates are likely to be more confident recognising the implications of the question and able to offer a range of reasons why there are dilemmas in sexual ethics arising from differences of approach and ideology. Candidates may choose a particular dilemma such as issues arising from homosexuality, celibacy movements, sex outside marriage, for example, and explore how these are almost impossible to resolve, and how these issues have become or continue to be dilemmas.
4	16-21	At this level, candidates are likely to confidently address the issue of the question and explore a range of ways in which issues in sexual ethics acquire the status of dilemmas, covering a broad span of influences on moral thought, including, for example, religious beliefs, culture and upbringing, and changes in moral thinking. Reference to specific moral dilemmas will be clearly relevant to the question and support the arguments offered.

Question		
4(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates are likely to make basic reference to a simple religious belief which may be associated with sexual ethics, perhaps by reference to a textual example or case study, but with no clear line of argument as to whether religious beliefs are 'helpful' in resolving these dilemmas.
2	3-4	At this level, candidates are more likely to demonstrate a broader understanding of how religious beliefs may have some influence on moral decision making, with regard to sexual ethics, perhaps by reference to a scholar or to a more extended understanding of Church or scriptural teaching. A simple attempt to draw a conclusion may be made.
3	5-6	At this level, candidates are likely to offer more than one response to the claim by reference to moral philosophy and more advanced teaching relating to sexual ethics, aiming to draw a clearer conclusion as to whether religious beliefs help or hinder decision making in sexual ethics. They may refer, for example, to the idea that religious beliefs limit human responses to solving problems by prescribing rules, or to the difference between conservative and liberal religious responses.
4	7-9	Candidates are likely to include a full awareness of a range of ideas associated with religious teaching on sexual ethics and of their relationship to moral decision making in this respect. A full range of possible responses to the claim will typically be made, and the candidate is likely to draw a conclusion based on informed personal opinion or the contribution of scholars.

Buddhism

Question		
5(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of a few aspects of the life of the Buddha, without attention to the wording of the question.
2	6-10	Candidates may identify some key ideas about selected features of the background to the Buddha with some details of his life presented in a simple manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas relevant to selected aspects of Hinduism and ascetic movements. It is likely candidates may outline the ways the religious background influenced his life. This may be seen in the early life of the Buddha and various Hindu influences such as the rights of rulers and his subsequent reaction to asceticism. Candidates may examine the importance of meditation and its various methods and how these became important in the life of the Buddha.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may outline relevant aspects of the Vedic religion; selected aspects of the Upanishads, Jainism, shrama movements, various groupings such as materialists and sceptics. It is likely candidates may examine various influences on his life such as the importance of ascetic practices, the role of types of meditation that were influential in his life, Hindu imagery in the enlightenment stories that proved to be so pivotal in his life and the style of his public ministry with its links to Hindu traditions of gurus.

Question		
5(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about influences on the teachings of the Buddha with minimal attention to the wording of the question.
2	3-4	Candidates may clarify a basic argument with reference to some influences on the teaching of the Buddha.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on the Buddha's acceptance of various key beliefs such as samsara and karma, rejection of various religious factors such as some Vedic beliefs and practices including animal sacrifices. Candidates may consider the strengths and weaknesses of the Buddha's acceptance and rejection of these religious influences in order to come to an informed conclusion.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning regarding these influences on his teachings. It is likely candidates may comment on the Buddha's teaching about hypothetical issues such as God and notions of atman. Candidates may examine caste and its rejection as seen in the formation of the Sangha. Typically candidates may comment on the rejection of asceticism leading to the significance of the 'Middle Way'. Candidates may comment on the view that the teachings of the Buddha are focused on the four noble truths and in that respect the truthfulness is not tied to contextual factors.

Question		
5(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of the life of the Buddha without a clear focus on the question.
2	6-10	Candidates may identify some key ideas about selected aspects of the life of the Buddha presented in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas about the significance of the imagery associated with his birth; the impact of types of suffering and his move to asceticism coupled with the growing importance of selected types of meditation. It is likely candidates may draw together some key biographical material from the enlightenment stories showing an understanding of some seminal beliefs.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine significant contextual issues in order to place this aspect of the life of the Buddha in perspective. Candidates will make selective use of biographical material to illustrate significant points. It is likely candidates may analyse the contrast between the life of luxury and asceticism, and the reasons for this transition. Typically candidates may analyse key terms and concepts associated with the enlightenment stories including karma and samsara, issues about anatta and nirvana.

Question		
5(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about the Middle Way without showing its significance.
2	3-4	Candidates may clarify a basic argument about the importance of the Middle Way in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on the significance of biographical features that highlight the distinctive features of the Middle Way. Some candidates may comment on key features of the eightfold path as a means of illustrating key ideas such as why and how this path leads to the extinction of suffering. This may include comments on the inter-linking features of this path with views about the possible significance of some parts of the path compared to others such as the foundation of wisdom.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning about ideas associated with the Middle Way. Candidates may place this in context in terms of some Hindu paths to liberation. Candidates may comment on the problems with the way of sensual pleasure and parallels with the way of self-torment. The Middle Way may be seen as the way to the extinction of suffering and to enlightenment. Some candidates may consider the Middle Way not only as a mean between extremes but as a transcendental way to truth.

Question		
6(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of one of these terms without adequate focus on the question.
2	6-10	Candidates may identify some key ideas about selected features of dharma and sangha in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas about the three refuges with a focus on dharma and sangha and their inter-relationships. Candidates may examine the links between the Buddha and the dharma and the preservation of these in the sangha. It is likely candidates may pinpoint the key features of dharma and sangha, in relation to Buddhist belief and practice.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the context of dharma and sangha within the three refuges and display an understanding of the significance the three refuges within Theravada Buddhism. Candidates may examine the inter-relationships between the three refuges with an ability to highlight the distinctive contributions of dharma and sangha. Typically candidates may examine key meanings of dharma with an ability to select more prominent interpretations in this context. Similarly with sangha candidates may examine various interpretations of sangha.

Question		
6(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about the importance of one of these refuges with little focus on the wording of the question.
2	3-4	Candidates may clarify a basic argument with reference to the three refuges and consider the importance of one of these refuges in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question and weigh up the strengths and weaknesses of one or two positions coming to an identifiable conclusion. Candidates may consider that one cannot have one of these refuges without the other and in that respect they are mutually dependent on each other.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the relative importance of these refuges. Some may argue for the basic importance of one of these against the other or may argue that they are equally important. Candidates may argue that in some contexts, such as that of the laity, the sangha may be significant whereas within the sangha the dharma may be more prominent.

Question		
6(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of one of these terms with little focus on the question.
2	6-10	Candidates may identify some key ideas about selected features of these terms with a straightforward account of the eight-fold path.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. Typically candidates may clarify key characteristics of these parts of the eight-fold path. A well-planned answer may examine ideas that link wisdom and morality, together with their respective influences on meditation.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the significance of the eightfold path in Buddhism in terms of its purposes and distinctive features. Typically candidates may examine key terms and concepts associated with wisdom and morality and use descriptive material to illustrate key ideas. It is likely candidates may select and adapt material in order to focus specifically on the issue of the influence on meditation and some may examine the reciprocal relationship in terms of the role of meditation in relation to wisdom and morality.

Question		
6(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about the importance of meditation with little focus on the question.
2	3-4	Candidates may clarify a basic interpretation of an aspect of meditation with little comment on distinctive features.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on what demarcates one type of meditation from another and typically this may include different emphases and practices between samatha and vipassana meditation.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning that pinpoints distinctive features. Candidates may achieve this by contrasting one type of meditation with another such as the differences between samatha and vipassana meditation. Candidates may comment on distinctive purposes associated with types of meditation, including culture of the mind or moral development or liberation, and in some cases the links between these purposes.

Christianity

Question		
7(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates are likely to give answers which are mainly general comments about the person and work of Jesus without linking them clearly and specifically to any one theologian or movement.
2	6-10	Candidates are likely to refer specifically to one or more different modern teachings such as those of Barth, Cone, Gutierrez, Bonhoeffer or indeed of any other others, but in general terms, without examining the key ideas in very much detail.
3	11-15	Candidates are likely to deal with at least two different theologians or schools of thought about the person and work of Jesus. They may focus perhaps on one or the other and draw out their key ideas. They may develop an understanding of these key ideas, e.g. developing Gutierrez' teaching about Jesus as the revelation of God in history.
4	16-21	Candidates are likely to show evidence of selection and adapting material from a number of modern ideas to present a coherent answer. They may develop these ideas with particular reference to one person or deal with several different teachings in a parallel way. They may examine the philosophical influences on these teachings. They may refer to other scholars in relation to various theologians.

Question		
7(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates are likely to state simply some significance of these teachings e.g. that base communities are an essential part of Liberation theology and have contributed to the relief of poverty.
2	3-4	Candidates are likely to link teaching to practice of faith or link the person and work of Jesus in some way. They may raise some of the difficulties involved in such teaching eg the attitude of the Vatican to Liberation theology.
3	5-6	Candidates are likely see a clear connection between the person of Jesus and an understanding of the work of salvation and to consider the implications within a wider context.
4	7-9	Candidates are likely to make clear the relation between the person of Jesus and the work of Christ; may see the relation to other faith's claims. Many would see implications for today's practice from such people as Bonhoeffer or Gutierrez or others and the place of the poor in today's world e.g. Sobrino's claim that there is no salvation outside the poor. There is likely to be some reference to scholarly opinion.

Question			
7(b)	(i)	<i>This may be answered from any historical context, the Mark Scheme deals with a possible modern context.</i>	(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to give background details for a context such as Nazi Germany or the Southern states of the USA and the need for Jesus to be seen as Liberator or a Black Messiah.	
2	6-10	Candidates are likely to give a simple explanation of specific teaching relating it the context, e.g. to those such as Bonhoeffer or Cone who wrote in these contexts and how Jesus can be identified with those who are discriminated against in a given society.	
3	11-15	Candidates are likely to offer a more developed reference to the key ideas of Bonhoeffer, Cone etc. They may refer to the fact that Cone thought believers needed to become black ontologically and the possibility of inverse racism, or the importance of grace and discipleship in Bonhoeffer's teaching	
4	16-21	Candidates are likely to develop a clearer link between these contexts and the people whose contribution they are evaluating. There may be a clearer understanding of the ideas of Cone or Bonhoeffer and how their work has developed within a given context. There is likely to be some reference to scholarly ideas.	

Question			
7(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to offer simple comments on the relation between these ideas and Christian practice today	
2	3-4	Candidates are likely to raise some of the difficulties associated with the teachings inherent in Gutierrez or Cone or Bonhoeffer e.g. Gutierrez' use of Marxist analysis and his emphasis on the kingdom in the present rather than viewing it eschatologically or the neglect of the position of women in the teaching of Cone	
3	5-6	Candidates are likely to include a much wider context of the significance of these teachings for today and their implications. They may have a much wider scope or deal in greater depth on a particular issue; e.g. Is this understanding of the person of Jesus compatible with the tradition of the Church? Can the teaching of the Church be adapted to include this teaching?	
4	7-9	Candidates are likely to develop the ideas in Level 3 with greater confidence and with a broader perspective, perhaps referring to subsequent development; they may consider how others view these teachings e.g. after Bonhoeffer's death in Nazi Germany. There is likely to be some reference to scholarly opinion	

Question		
8(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates are likely to likely to deal in a simple manner with ideas about what is meant by a personal God
2	6-10	Candidates are likely to consider what it means for God to be personal and how it is possible for humans to be in relationship with him. They may use passages of scripture or ideas from Christian writings to deal with the question of relationships.
3	11-15	Candidates are likely to offer a clearer awareness of the difficulties of the attribution of personal to God, including problems of the word <i>person</i> itself in regard to God. They may refer in general terms to the issues raised by Buber's I-thou and I- It
4	16-21	Candidates are likely to develop issues such as the unchanging nature of God (immutability) and how this relates to the requirement for love to be willing to change. They may raise the question of whether God can be male or female. They may deal more thoroughly with Buber. They are likely to make reference to scholarly ideas.

Question		
8(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates are likely to deal in a simple way with the problem of the love of God and Jesus' suffering on the cross.
2	3-4	Candidates are likely to deal with the philosophical problem of how the unchangeable can change; or how Jesus' suffering is to be distinguished from that of God himself.
3	5-6	Candidates are likely to deal with the vulnerability of love; they may refer to Luther, to Moltman and the Crucified God, to the cry of dereliction from the cross or may develop philosophical problems by reference to philosophers such as Plato or Anselm.
4	7-9	Candidates are likely to refer to a fuller range of views and may deal with the problems of Patripassianism and relate it to a Monarchical view of the Trinity with all its attendant difficulties, or to Process theology. They are likely to make reference to scholarly opinion.

Question			
8(b)	(i)	<i>Candidates who only deal with baptism in one church are unlikely to progress beyond level 3</i>	(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to include simple comments on the differences between the beliefs of two Churches.	
2	6-10	Candidates are likely to be much more aware of the detailed differences between the beliefs e.g. the belief in some Churches that baptism removes original sin. They may include the difference between infant and believer's baptism.	
3	11-15	Candidates are likely to include a more detailed analysis of the differences which may be demonstrated by some of the practices of the two churches. May include separation of confirmation from baptism or its inclusion in the Orthodox Church; the nature of a sacrament or a clear understanding of the nature of original sin.	
4	16-21	Candidates are likely to show a full range of understanding of the differences between the two Churches selected and of the difficulties of always being able to discern these differences. There may be a discussion of the differing understanding of grace as prevenient to faith or consequent to faith. Answers are likely to refer to scholarly ideas about the teaching of baptism.	

Question			
8(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to offer some simple comments of whether or not baptism is necessary.	
2	3-4	Candidates are likely to include reference to a number of gospel texts (possibly Mark 16:16) or to the variation of practice within the Church in a fairly straightforward manner.	
3	5-6	Candidates are likely to develop those views and may deal with the issue of the meaning of salvation either in this world or the next. They may deal with the relation between the Church and the individual and the question of authority: who actually in the end decides whether baptism is necessary or not?	
4	7-9	Candidates are likely to refer to a full range of views. They may develop the idea of salvation; they may raise the issue of Mark 16:16 being the disputed longer ending of Mark. They are likely to include some reference to scholarly opinion on whether the sacraments are declaratory or efficacious.	

Hinduism

Question		
9(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of a few features of this culture in a descriptive manner.
2	6-10	Candidates may identify some key ideas about selected features presented at a simple level.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas linking various buildings and artefacts with possible beliefs about gods and views about the natural world. Candidates may examine various speculations from the evidence for varied customs and practices.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine some of the relevant background archaeological evidence with selected details of the more prominent locations. Typically candidates may examine the reasons why there are problems in interpreting the evidence. Candidates may examine a range of features including cultural artefacts and they may examine interpretations such as possible rituals including sacrifices. Typically candidates may examine potentially significant themes such as icons associated with the natural world.

Question		
9(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a few links between this culture and the Aryans.
2	3-4	Candidates may clarify a basic argument with reference to some potential links in a simple manner.
3	5-6	Candidates may focus on the evaluative part of the question. It is likely candidates may comment on the strengths and weaknesses concerning possible links, noting a range of interpretations of evidence. Candidates may consider the importance of selected themes such as sacrifice and social hierarchies.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the possible links with the Aryans. Typically candidates may consider the debating points about the interpretation of evidence such as a type of invasion or continuous development. Some may comment on the distinctive features of the Aryans and their differences with the Indus Valley culture and the possible absorption of some features into Aryan systems.

Question		
9(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of a few features without close attention to the question.
2	6-10	Candidates may identify some key ideas about selected key features of the Vedic religion presented in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine a range of ideas such as a Vedic world-view including the various roles of gods and human destiny. Candidates may examine key customs and rituals, displaying an understanding of the significance of sacrifice.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the key evidence in order to answer this question with special attention to the relevant scriptures. Candidates may discriminate between the relative importance of these scriptures in relation to this question displaying an understanding of shruti and smriti. It is likely candidates may analyse key terms. Typically candidates may examine prominent features associated with rituals, sacrifices and brahmins. Candidates may examine the significance of selected deities and prominent themes such as creation, order and life after death. Some candidates may place their material into perspective and this may include reasons for the authority given to the Vedas.

Question		
9(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about the influence of the Indus Valley culture.
2	3-4	Candidates may clarify a basic argument with reference to possible links between the Indus Valley culture and the Vedas.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may weigh up the strengths and weaknesses of the views for and against the interpretation associated with continuous development. Candidates may comment on substantial links such as some shared ideas of world-views and deities across both systems coupled with common customs and practices.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning across a range of related issues such as the problems of dating of the Vedas and the controversies about the relationship between the Indus Valley culture and the Vedic period. This may include a discussion about the merits of a continual development compared to some problems about a radical contrast linked to the Aryan invasion. Candidates may refer to various scholars such as Frawley, Mortimer Wheeler, Muller.

Question		
10(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of one type of yoga in a descriptive manner.
2	6-10	Candidates may identify some key ideas about selected aspects of yoga in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine key ideas about the meaning of yoga. Typically candidates may describe the major features of the two types selected, including key features of their techniques and practices. Typically candidates may examine the significance of these features.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine two types such as jnana yoga, karma yoga or bhakti yoga with an understanding of their key contexts, so as to show a clear understanding of their distinctive features. Candidates may examine the major ideas such as beliefs about deities and the relationship between God and the soul, and an analysis of key terms, together with implications for practice.

Question		
10(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple argument about physical control with little attention to the wording of the question.
2	3-4	Candidates may clarify a basic argument with reference to an account of one aim of yoga presented in a limited manner.
3	5-6	Candidates may focus on the evaluative part of the question so they may argue the case that discipline and control are the main aims of yoga. Candidates may comment on hatha yoga as a system that may exemplify this view. Candidates may comment on other views about yoga such as a focus on the relationship between atman and God.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning about the purposes of yoga with explicit attention to discipline and control. Candidates may build up a case using evidence to support this interpretation. Candidates may consider alternative views such as the quest for liberation, the importance of wisdom, performing one's dharma and devotion. Typically candidates may weigh up the evidence and formulate their own interpretation.

Question		
10(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of one of these figures with only a partial answer.
2	6-10	Candidates may identify some key beliefs about Krishna and Rama in a straightforward manner.
3	11-15	If candidates examine only one of these figures they normally cannot proceed beyond level 3. Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine some narrative material that candidates may use to highlight key beliefs. Candidates may examine beliefs about Krishna and devotion and religious experience together with implications for beliefs about caste. Candidates may examine some of the stories associated with Rama and they may select some of the more important themes as a method of analysing key beliefs.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the key background and sources relevant to these figures in order to highlight their distinctive beliefs. Candidates may examine links between Krishna and beliefs about Vishnu and love together with beliefs about atman and moksha. Candidates may examine beliefs associated with Rama and dharma together with links with beliefs about marriage and friendship. Typically candidates may present a proficient use of key terms.

Question		
10(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a limited account of devotion that represents only a partial answer.
2	3-4	Candidates may clarify a few features that may be significant for devotees in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on significant implications for puja depending on their selection of these figures, such as Krishna and the bhakti movement, festival of Divali and ethical values. Some candidates may comment on the significance of symbolism and iconography.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning and use of evidence to highlight significant implications for the devotee. Candidates may comment on the different emphases according to different periods of time. Candidates may comment on the interface between belief and practice including ways in which the system under investigation influences lifestyles. Candidates may comment on any contentious features such as the appeal of Krishna and also some reactions against ISKON.

Islam

Question		
11(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of a religious tradition with limited attention to the question.
2	6-10	Candidates may identify some key ideas about a religious tradition with a straightforward account of Muhammad's call to be a prophet.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas central to one religious traditions such as Judaism and Christianity. Typically candidates may select biographical material and focus on the 'night of power'. Candidates may examine key beliefs associated with Jibril and some of the key teachings associated with the call to be the prophet.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine one religious tradition from a range of possible exemplars and candidates may focus on one of the following: polytheism, animism, Zoroastrianism, Judaism or Christianity. Candidates may examine this tradition with specific reference to the pre-Islamic context and key relevant beliefs. It is likely candidates may analyse the call of Muhammad with attention to key teachings about God, proclamation and Muhammad as messenger and subsequent revelations.

Question		
11(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple account of Muhammad's call to be a prophet.
2	3-4	Candidates may clarify a basic interpretation of Muhammad's call to be a prophet with limited reference to revelation.
3	5-6	Candidates may focus on the evaluative part of the question. It is likely candidates may comment on the significance of these revelations by highlighting what may be seen as distinctive and their impact in Makkah. Some candidates may draw out the significance of various revelations including the story of the 'night journey' and the various sights and their potential significance especially for beliefs about Allah.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by candidates showing the distinctive impact of these revelations, given the context of this period and the distinctive theological beliefs together with implications for the communities in Makkah and the beginnings of the Muslim community in terms of prayers and submission to Allah.

Question		
11(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of aspects of the life of Muhammad with partial attention to the question.
2	6-10	Candidates may identify some key ideas about selected features of the life of Muhammad with passing reference to messenger of God.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine key aspects of beliefs about prophecy and distinctive features of Muhammad's call. Typically candidates may select some biographical material and adapt this to the demands of the question. It is likely candidates may examine key beliefs about Allah and Muhammad as his messenger and what this implies for the Muslim community.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine key contextual issues and highlight the importance of revelation. Typically candidates may examine key ideas associated with Allah and prophecy, including those of 'messenger' and some candidates may examine the significance the final messenger.

Question		
11(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple account of the hijrah with passing reference to the question.
2	3-4	Candidates may clarify a basic argument with reference to key beliefs associated with the hijrah presented in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question. It is likely candidates may refer to biographical material and comment on key elements that are significant. Candidates may comment on the significance for the Muslim calendar and they may highlight the importance in relation to the birth of the ummah and what this signifies about Muhammad.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning that may include comments on key contextual issues such as the problems and persecution in Makkah. It is likely candidates may select biographical material in order to comment on significant features. Typically this may include a consideration of the role and authority of Muhammad as seen in the establishment of a community based on Islam and the setting up of basics such as the importance of prayer.

Question		
12(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of some aspects of the six beliefs with little attention to the question.
2	6-10	Candidates may identify some key ideas about selected features of angels presented in a basic manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine some narrative details about angels, such as although being incorporeal they may become visible. Candidates may examine gender issues related to angels. Candidates may examine the role of angels in the call of Muhammad and also in the day of judgement and life after death.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the beliefs about angels in the context of the six beliefs. Candidates may highlight the idea of mumin and especially the shahadah and the influence these ideas have on beliefs about angels. Typically candidates may examine Allah as creator of angels and the various purposes of angels. Candidates may examine the notion of angels as sentient beings but having no free will. Candidates may examine some key tasks given to angels such as Jibril and revelation.

Question		
12(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about angels with little reference to the question.
2	3-4	Candidates may clarify a basic argument with reference to some ideas about the significance of angels in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may comment on the role of angels in Muslim belief and practice. Candidates may comment on the implications on belief in angels for submission to Allah and the influence on Muslim practice given the role of angels in views about life after death.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the role of angels in relation to Allah and to humanity. Candidates may discriminate between the relative significance of various roles of angels and the sense of a higher order given to Jibril and the significance of this for Muslims. Candidates may comment on why angels are significant in the context of akhirah and the bearing this has on Muslim practice. Candidates may discuss the significance for Muslim belief of beings created to praise Allah with no free will to disobey Allah.

Question		
12(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of a few features of the five pillars with little attention to the question.
2	6-10	Candidates may identify some key ideas about selected aspects of the shahadah and why it may be important presented in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas about the primacy of belief in the one God Allah: and an affirmation of the status of Muhammad. Typically candidates may pinpoint features that makes the shahadah fundamental to Islam.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the key beliefs with an explicit and systematic attention to why these are fundamental to Islam. Candidates may examine the fundamental principle that Allah is the sole creator and sustainer of the universe with no partner. Candidates may select some attributes of Allah that may highlight the fundamental importance of the shahadah. Candidates may analyse the reasons why beliefs about Muhammad as the messenger of Allah are fundamental to both Islamic belief and practice.

Question		
12(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about Allah with little attention to the question.
2	3-4	Candidates may clarify a basic argument with reference to the importance of tawhid in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on the significance of the five pillars in Islamic belief and practice and the importance of tawhid in this context. Some may consider beliefs about Allah in the six articles of belief and the impact this has for Muslims.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the implications of tawhid for Muslims. Candidates may comment on this doctrine as a distinguishing feature of Islam compared for example to Christianity. Some candidates may comment on the significance of attributes arising from tawhid such as Allah as the sole sustainer of the cosmos. Typically candidates may consider the implications for submission and morality in the light of Allah as the one Judge. Some candidates may comment on the implications of shirk and devotion.

Judaism

Question		
13(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of Rashi with limited attention to the question.
2	6-10	Candidates may identify some key ideas about selected features of Rashi in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine some biographical detail and adapt it to the demands of the question. It is likely candidates may examine the important characteristics of Rashi's commentaries and their emphases.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine relevant details from the historical and religious context of Rashi and typically candidates may examine some key emphases of rabbinic Judaism. Candidates may examine the importance given to a literal meaning of the scriptures without philosophical or moral interpretations. Candidates may discriminate by focusing on the significance of the commentary on the Babylonian Talmud. Candidates may examine the contributions of Rashi's school with reference to the use of tosafots and their own commentaries.

Question		
13(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about Rashi with limited attention to the wording of the question.
2	3-4	Candidates may clarify a basic argument with reference to Rashi presented in a straight forward manner.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on the significance of Rashi with his emphasis on scriptures within Judaism and reasons why his commentaries were influential within his school and in later developments.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning about the significance of Rashi such as the status given to rabbinic traditions, and attempts to make the scriptures and Talmud more accessible by means of commentaries and translations. Candidates may consider the status given to the Babylonian Talmud. Typically candidates may comment on the significance of his work related to Jewish identity in the Diaspora.

Question		
13(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of a few features about Maimonides with limited attention to the question.
2	6-10	Candidates may identify some key ideas about selected teachings in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may outline the relevant religious and philosophical context of Moses Maimonides with selective examination of key beliefs which may include some of the 13 Principles.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may outline the impact of persecution coupled with his own determination to follow his Jewish roots, his rabbinic teachers, the influence of his journeys including the visit to Jerusalem. Candidates may examine relevant writings in order to understand his key teachings. Typically candidates may examine his views about the threats of Christianity and Judaism, selected key beliefs about God and creation, prophecy, evil, providence and the nature of humanity.

Question		
13(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about the significance of Maimonides with limited attention to the question.
2	3-4	Candidates may clarify a basic argument with reference to views about the significance of Maimonides in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on the ways Maimonides has been influential for a wide range of Jewish interests, including the ordinary reader and Jewish intellectuals. Candidates may comment on the status of some of his work, such as the Guide to the Perplexed alongside the 13 Principles.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning. Candidates may consider the view that Maimonides may be thought to be the most influential figure in post-Talmudic Judaism. Candidates may comment on the sheer range of his output and detailed examination of his exposition of Jewish teachings. Candidates may comment on his links between philosophy and religion.

Question		
14(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of Orthodox Judaism with limited attention to the question.
2	6-10	Candidates may identify some key features about selected aspects of Orthodox Judaism in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas related to the tenakh, selected theological emphases and Jewish customs related to dress and kashrut.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine key emphases such as the significance of Torah and Talmud and what may constitute authority. Typically candidates may examine the Jewish thrust of Orthodoxy such as the 'chosen people'. It is likely candidates may explain beliefs and examine customs and practices. Candidates may refer to key thinkers and their critiques of other Jewish schools.

Question		
14(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about Orthodox Judaism with limited attention to the question.
2	3-4	Candidates may clarify a basic argument with reference to some features of Orthodoxy in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question in which candidates may comment on the distinctive contributions of key Orthodox thinkers and teachings about revelation, and the supremacy of the Torah. Typically candidates may comment on the distinctive contributions to some selected practices.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning and this may involve discrimination between different interpretations of 'Orthodoxy'. Candidates may comment on divine inspiration and the significance of codification. Typically candidates may consider the distinctive contributions byway of contrast with Haskalah and also with Reform. It is likely candidates may comment on distinctive contributions to Jewish practice such as the tradition of synagogue services and festivals and maintenance of customs in the home.

Question		
14(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may present a basic account of Reform Judaism with limited attention to the question.
2	6-10	Candidates may identify some key ideas about selected aspects of Reform Judaism in a straightforward manner.
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas that focus on key features. Candidates may highlight teachings such as Reform views of the Bible and the Torah Reform practices in synagogue worship and use of the vernacular.
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the context to these Reform teachings and practices. Typically candidates may examine the contributions of early Reform thinkers and the key notion of change and progression. Candidates may exemplify this with reference to the insights of biblical criticism. Typically candidates may examine the key features of Reform practices in worship and social issues and the status of Israel.

Question		
14(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may present a simple view about Reform Judaism with limited attention to the question.
2	3-4	Candidates may clarify a basic argument with reference to some key features of Reform Judaism in a straightforward manner.
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on issues ranging across both belief and practice. Typically candidates may comment on the theme of change and adaptability, including the belief that views about revelation may evolve. Candidates may comment that these principles apply to various Jewish practices.
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the adaptability of Judaism to various societies. Candidates may consider exemplar cases such as Reform in America, some may comment on gender issues including gay and lesbian marriages.

Sikhism

Question		
15(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates are likely to describe, uncritically, the way in which the term is used, typically by reference to Guru Nanak or another of the ten Gurus, with limited focus on the issue of difference.
2	6-10	Candidates may typically apply the term to the ten Gurus with only passing reference to other contexts. They may suggest that all the Gurus shared the same light and that, therefore, there is only one True Guru and/or suggest that the same light is God and, therefore, the True Guru is God.
3	11-15	Candidates may introduce the idea of the Guru as the Divine Word in addition to the ten human Gurus. They may discuss the two aspects of the Guru-as-Word: the Guru Granth Sahib and the Inner Voice.
4	16-21	Candidates are likely to offer a comprehensive account of the different meanings of the term, showing how these uses are inter-related, e.g. by discussing the importance of the Panth-as-Guru in addition to the ten Gurus and the Guru as Divine Word.

Question		
15(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates are likely to make a limited number of points of comparison, for example by referring to the unity of God in Islam or to the rejection of the Hindu caste distinctions, though without dealing with the issue of how far there are differences.
2	3-4	Candidates will typically refer to Hindu and Muslim beliefs, and draw out simple comparisons and contrasts.
3	5-6	Candidates are likely to consider both similarities and differences in the interpretation of God between Hindus, Muslims and Guru Nanak, showing some of the key points of comparison.
4	7-9	Candidates will address the issue of the difficulties of comparing the different beliefs, typically by reference to Islam and Hinduism, and to Guru Nanak's rejection of both and his statement about following the path of God. Answers are likely to avoid simple comparisons, and recognise both common ground and divergence. In doing so, they are likely to address such key terms as monotheism, idolatry and symbolism.

Question		
15(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates will typically refer descriptively to isolated examples of factors which impinged on Guru Gobind Singh's life such as the martyrdom of Guru Tegh Bahadur, or to more general aspects of his background with no attempt to distinguish historical factors from other factors.
2	6-10	Candidates are likely to adopt a more general approach to the task by examining incidents in the Guru's life with limited reference to underlying factors such as the increasing religious extremism of the Mughal Empire, and little attempt to distinguish historical factors from other social and religious aspects.
3	11-15	Candidates will typically show detailed and relevant knowledge of at least one major historical factor which had an impact on Guru Gobind Singh, usually linked to incidents/achievements/teachings in his life to which this factor was relevant, typically the foundation of the Khalsa as a response to the martyrdom of Guru Tegh Bahadur and the failure of his non-violent movement.
4	16-21	Candidates are likely to choose a limited number of significant factors, such as the conflict with Islamic hegemony and the persecution of the religious minorities, as a basis for examining their impact upon his outlook, teaching and practice; they are also likely to provide examples to show how these factors influenced his decision, for example, to found the Khalsa.

Question		
15(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may typically affirm the centrality of the Guru Granth Sahib as the 'living Guru' with some practical examples of how it is used, such as in the marriage ceremony.
2	3-4	Candidates are likely to show some understanding, with examples, of how the Guru Granth Sahib is used daily in public worship, leading to an affirmative view of its importance for Sikhs.
3	5-6	Candidates may typically give examples which show an understanding of how the Guru Granth Sahib is central to Sikh spirituality and teachings, and as an inspiration for devotional practice and worship, and recognise, also with examples, that other sources usually provide the code of conduct for daily living; and attempt to draw a conclusion based on reasons.
4	7-9	Candidates may typically contextualise their answer in some discussion about sources (of authority) within Sikhism, and may recognise, and illustrate with examples, the role of the Guru Granth Sahib as essentially a book of spiritual enlightenment and devotion, and not a manual of daily practice; they may comment on more typical sources of practical rules for daily living, such as the Sikh Rahit Maryada, with examples; leading to a reasoned conclusion about the issue raised in the task.

Question		
16(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates will typically refer descriptively to isolated examples of factors such as that nine of the ten Gurus had been married.
2	6-10	Candidates are likely to adopt a more general approach to the task by examining the concept of 'householder' including family life and work. They may contrast this with the ascetic ideals of Hinduism and Buddhism.
3	11-15	Candidates will typically show detailed and relevant knowledge of the implications of this belief; for example, the rejection of monastic orders and the aim of generally improving society; in other words, the teaching of meeri-peeri
4	16-21	Candidates may choose to discuss a limited number of significant factors, such as the teaching of meeri-peeri; the Khalsa as an armed citizen militia; the implication of the householder ideal for the teaching of gender equality; anti-clericalism and anti-monasticism – new types of religious authority.

Question		
16(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may typically give a mainly descriptive account of its use, with some reference to its place in Sikh devotion.
2	3-4	Candidates are likely to refer to the use of the Guru Granth Sahib in prayer and in public devotion as the centrepiece of Sikh teaching and authority.
3	5-6	Candidates may typically refer to the importance of the Guru Granth Sahib as the centrepiece of Sikh teaching and authority and assess the degree to which the narrative histories of the lives of the ten Gurus may be considered dispensable.
4	7-9	Candidates may typically discuss the significance of the Guru Granth Sahib in relation not only to the narrative histories of the lives of the ten Gurus, but also the Khalsa as Guru and its Sikh Rahit Maryada, and furthermore, the status of the Inner Voice as an echo of the Word-as-Guru.

Question		
16(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	Candidates may refer accurately to some examples of Sikh discipline within a limited framework.
2	6-10	Candidates may describe accurately a range of features of Sikh discipline within a general context of practice, with some indication of their place within an overall context of discipline.
3	11-15	Candidates are likely to identify such features of discipline as dress and behaviour and show how these are based on a received code of discipline. They will illustrate these by reference to practice, with some indication of the relative importance attached to them by the community.
4	16-21	Candidates may focus typically on identifying and examining such main aspects as spiritual and moral guidance, and their purpose. They may refer generally to the principles outlined in the Sikh Rahit Maryada. They may illustrate the main aspects by reference to examples of Sikh practice, such as the discipline of the Nit Nem or the code of dress or behaviour, and may refer to some of the differences among Sikhs in the way they interpret and apply the code of discipline.

Question		
16(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates are likely to present a typically one-sided argument, in general terms, for or against the orthodox view that conformity with the discipline and authority of the Khalsa defines a Sikh.
2	3-4	Candidates are likely to describe what is entailed in belonging to the Khalsa while recognising that some who do not conform still wish to be considered Sikh.
3	5-6	Candidates will typically present the orthodox view that Sikhism is defined by the Khalsa while considering the view that there are others who claim to be Sikhs, and devoted to its way of life, who do not necessarily conform in every respect, with its authority or discipline.
4	7-9	Candidates may typically make a careful comparison, drawing on evidence and argument, between the orthodox view that conformity with the discipline and authority of the Khalsa defines a Sikh, and other views about the relative unimportance of outward observances and conformity, and the over-riding spiritual principles which are basic to living a gurmukh life. They should arrive at a balanced conclusion.

New Testament

Question		
17(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	For Luke, candidates are likely to rely on a narrative retelling of one or more key teachings, such as the analogy of the rich man and the eye of the needle or the parable of Lazarus and the rich man. For the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.
2	6-10	For Luke, candidates are likely to show a basic awareness of issues such as not loving God and money, or the difficulties for discipleship of dependence on wealth, illustrated by a simple reference to a parable or block of teaching. For the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus' ministry, but they are likely still to rely on re-telling the textual narrative.
3	11-15	For Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed by wealth, appropriate use of wealth and Christian attitudes towards poverty and the poor, using parables and blocks of teaching in a more developed manner. For the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.
4	16-21	At this level, for Luke, candidates are likely to highlight the gospel's key teaching on wealth and poverty, drawing on a range of ideas and examples, but without relying on narrative. Important issues such as the impossibility of reconciling discipleship with love of money and of understanding the difference between material and spiritual wealth are likely to be drawn out. The best answers will set material against the background of contemporary Judaism and show an awareness of scholarship. For the Fourth Gospel, the meaning of the sayings will typically be placed firmly in context, including ideas of Jesus as the only way to salvation, OT background and the significance of symbolism.

Question		
17(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	At this level, for Luke, candidates are likely to offer confessional teaching, but it will typically lack depth and useful comment. For the Fourth Gospel, candidates may discuss the context of the sayings with little or no reference to background or the views of scholars.
2	3-4	At this level, for Luke, candidates are likely to offer some discussion about the implied criticism of the wealthy and rejection of the idea that material wealth is a blessing from God. For the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and his criticism of Israel as failing to be God's chosen Vine.
3	5-6	At this level, for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to put God before material wealth, and implied criticism of the Jewish authorities' attitude to poverty and need. They may offer comment on textual narrative and its application to Judaism at the time. For the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy, criticism of the authorities, replacement theology.
4	7-9	At this level, for Luke, candidates may typically highlight differences between Jesus' teaching and that of Judaism at the time and the implications of him standing out against the authorities and accepted teaching. For the Fourth Gospel, candidates may refer to the responses of the authorities who see Jesus' teaching as a challenge to their own authority. They may highlight in what ways Jesus fulfils scripture and prophecy. Views of scholars are likely to be used with confidence.

Question		
17(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	At this level, candidates for both Luke and the Fourth Gospel are likely to rely on a re-telling of the narrative although they may show a basic understanding of the reasons for Jesus performing miracles.
2	6-10	At this level, candidates may typically show a simple awareness of the significance of the miracles and their place in the relevant gospel. They may tackle only one incident, or simply retell the story, but in greater detail. Some evidence of an awareness of the background issues and context is likely at this level.
3	11-15	At this level, candidates are likely to display accurate knowledge and understanding of the miracles within their context in the gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event. The underlying messages of the incidents are likely to be examined, for example, the significance of faith and obedience for Luke, or the acceptance of Jesus and awareness of his identity for the Fourth Gospel.
4	16-21	At this level, candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus. For the Fourth Gospel, candidates are likely to understand the role of the signs within the context of the whole gospel and have an understanding of the role they play in revealing who Jesus is. Use of scholarship and an awareness of the whole gospel is likely to be typical.

Question		
17(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	Candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether or why they were controversial.
2	3-4	At this level, candidates may typically display a basic evaluation of these miracles, with some simple reference to scholarship, but they are likely still to have failed to draw on the implications of them being controversial and why.
3	5-6	At this level, candidates may typically show a greater awareness of why Jesus' miracles courted controversy, perhaps by reference to a challenge from the authorities. They may draw on material from elsewhere in the gospel, and refer to the role of miracles in Jesus' ministry as a whole. Some evaluation of the claim is likely to be evident.
4	7-9	At this level, candidates are likely to offer some clear assessment of whether and how Jesus' miracles courted controversy and their role in his ministry overall. They may make reference to the problems of using God's authority, to the implicit challenge to the authorities, and the way in which miracles are used Christologically in the gospels.

Question		
18(a)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	At this level, for both gospels, candidates are likely to re-tell the narratives relating to the incidents, for example, for Luke, a basic account of a Sabbath healing miracle or for the Fourth Gospel, some basic reference to details of these encounters. Errors or confusions in the narrative re-telling may be evident.
2	6-10	At this level, a basic awareness of the significance of the textual narrative may emerge possibly including some awareness of how this teaching/conversations fit into the context of Judaism at the time. For the Fourth Gospel, candidates may tackle one conversation only, or fail to grasp the meaning of both. Some inaccuracies may be evident.
3	11-15	At this level, for Luke, candidates should typically refer to textual narrative and examples of Sabbath incidents without relying on re-telling. The views of scholars are likely to be evident at this level. For the Fourth Gospel, candidates are likely to show accurate knowledge and understanding of both episodes and to put them in the context of Jesus' wider dealings with women in the gospel.
4	16-21	At this level, for Luke, candidates are likely to highlight important teachings and examples, and to extract something of their implications for Jesus' ministry, building on the evidence of the whole gospel. For the Fourth Gospel, candidates are likely to show a clear and full understanding of both episodes in the context of the whole gospel and to deal with important issues which arise from them. Some accurate knowledge of the status of women at this time is likely to distinguish candidates at this level.

Question		
18(a)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	For both gospels, candidates at this level are likely to offer a simple discussion of the importance of the Sabbath or the role of women but without a clear understanding of its context in the teaching of Jesus. They may rely on unsubstantiated generalisations.
2	3-4	For Luke, candidates are likely to evaluate basic teaching and make some reference to the views of Judaism. For the Fourth Gospel, Candidates are likely to attempt a basic evaluation of women's roles in Judaism, but may still make some errors and generalisations
3	5-6	For Luke, candidates are likely to make some evaluation of Jesus' teaching compared with that of Judaism, highlighting some similarities and differences. For the Fourth Gospel, they are likely to offer a range of viewpoints, drawing on the evidence of the gospel as well as the two named incidents. Candidates are likely to refer to the views of scholars.
4	7-9	At this level, candidates are likely to include an extended evaluation of Jesus' teaching or the conversations, without retelling of narrative, repetition of material from (i) or generalisation. Some fuller understanding of OT background and Jewish context is likely to be evident.

Question		
18(b)	(i)	(21)
Indicative Content		
Level	Mark	AO1
1	1-5	At this level, for both gospels, candidates are likely to rely on a simple re-telling of one or more basic teachings concerning discipleship or the role of the disciples in the gospels.
2	6-10	At this level, for both gospels, candidates are likely to show a greater awareness of issues such as following Jesus, commitment and the dangers of discipleship. They may just tackle one issue, but in greater depth, though some may still rely on retelling the narrative.
3	11-15	At this level, candidates are likely to provide some specific examples of teaching, such as calling narratives, warnings about persecution, and the disciples' mission to the world. Some understanding of the relationship of this material to the whole gospel may be evident as well as the views of scholars.
4	16-21	At this level, candidates are likely to highlight several issues relating to discipleship, drawing on teaching, episodes and the example of named disciples. Important issues such as witness, new life, the spirit and dependency on Jesus are likely to emerge. There is likely to be little or no retelling of the textual narrative.

Question		
18(b)	(ii)	(9)
Indicative Content		
Level	Mark	AO2
1	1-2	At this level, it is likely that candidates may make some simple narrative reference to John the Baptist in the gospel.
2	3-4	At this level, candidates are likely to show a greater awareness of the example of John the Baptist as a disciple and as the forerunner to Jesus but there may still be simple textual narrative and some misunderstanding of the overall importance of his role.
3	5-6	At this level, candidates are likely to show some understanding of the various roles of John the Baptist and the controversy which he generated. Some reference to scholars is likely to be present.
4	7-9	At this level, candidates are likely to have a greater awareness of the special nature of John the Baptist and the way the gospel writers handle the material concerning him. They will typically make a clear attempt to evaluate the relative importance of his role possibly including some reference to John's own relationship with the authorities and how Jesus himself defined John's role.