

# Mark Scheme (Results) Summer 2010

GCE

## GCE Religious Studies 6RS03 Paper 1

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## Unit 3: Developments

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

### Assessing Quality of Written Communication

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

### Assessment Objective 1

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

Level	Descriptor	Marks
1	<p>Some relevant knowledge deployed as evidence or examples to show a basic understanding of some of the issue(s) raised by the task, though limited in scope and imprecisely expressed.</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><b>Low Level 1: 1 mark</b> shows limited awareness of issue(s) raised by the task; evidence or example(s) are tangential to the task; knowledge selected as evidence or examples is random, isolated and minimal in scope; expression lacks clarity, but the response is not worthless</p> <p><b>Mid Level 1: 2 marks</b> shows a limited but clear awareness of the issue(s); some of the evidence or example(s) given are relevant to the task; knowledge selected is fragmentary, but contains valid material; expression is imprecise</p> <p><b>High Level 1: 3-4 marks</b> shows a basic understanding of the issue(s); evidence or example(s) are mostly relevant to the task; knowledge selected is accurate and appropriate but limited in scope; expression has some limited clarity but remains imprecise</p>	1-4

2	<p>A sufficient range of evidence and/or examples to show understanding of some key ideas or concepts, but limited in terms of the scope of the task; communicated with a sufficient degree of accuracy to make the meaning clear.</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><b>Low Level 2: 5 marks</b> shows a simple but straightforward awareness of some of the issue(s); supported by suitable and relevant evidence or example(s); knowledge selected to show awareness of some key ideas or concepts; expression lacks clarity but the overall meaning is accessible</p> <p><b>Mid Level 2: 6-7 marks</b> shows a clear awareness of some of the issue(s); supported by some well-chosen and pertinent example(s) or evidence; knowledge selected shows basic understanding of some key ideas or concepts; expressed with some accuracy to make the meaning clear</p> <p><b>High Level 2: 8-9 marks</b> shows a basic understanding of the issue(s); supported by relevant and carefully chosen evidence or examples; knowledge selected shows a sound understanding of some key ideas or concepts, but limited in terms of the scope of the task; expressed with sufficient accuracy to make the meaning clear</p>	5-9
3	<p>Relevant evidence and examples used to produce a clearly structured response to the task, offering sufficient breadth and/or depth to indicate a broad understanding of the main issue(s); expressed clearly and accurately, using some technical terms.</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><b>Low Level 3: 10 marks</b> identifies and shows a general understanding of some of the main issue(s); uses relevant evidence and examples as the basis for an organised response to the task; knowledge selected shows some evidence of breadth and/or depth of understanding; a generally clear account using some technical terms</p> <p><b>Mid Level 3: 11-12 marks</b> shows a broad and/or in depth understanding of some of the main issue(s); an organised response to the task deploying evidence and examples carefully; knowledge selected shows sufficient evidence of breadth and/or depth of understanding; expressed clearly using</p>	10-14

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

## Assessment Objective 2

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

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

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

## Philosophy

Question Number		Indicative content
1 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few ideas about religious experience with little focus on the question.
Level 2	5-9	Candidates may present a basic account of the argument based on religious experience. The material may be expository rather than analytical. Normally candidates cannot proceed to level three if they do not examine strengths and weaknesses.
Level 3	10-14	Candidates may select key strengths and weaknesses of the religious experience argument. They may adapt their material in order to focus on the nature of the argument itself. Candidates may clarify some features of an <i>a posteriori</i> argument and some of its distinctive features with particular focus on strengths and weaknesses. This may include material on the strength of empirical evidence and problems of alternative explanations of the evidence.
Level 4	15-18	It is likely candidates may manage their material in order to build up a clear, explicit answer concerning strengths and weaknesses. Candidates may analyse the strengths and weaknesses of its premise, key stages in its argument and the coherence of its conclusion. Candidates may draw on scholarly contributions with intelligent use of technical terms.

Question Number		Indicative content
1 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention a few problems with the argument but with little reference to the question.
Level 2	4-6	Candidates may present a basic account of the view that this argument ultimately fails with a simple view about the implications for religious belief.
Level 3	7-9	Candidates may select material to focus on the issue of 'probability'. Candidates may draw on the contributions of various scholars to come to an informed view about the overall merits of the argument. Candidates may consider the view that this argument is based on interpretations and hence it is liable to views for and against which candidates may regard as a weak basis for religious belief.
Level 4	10-12	It is likely candidates may manage their material to build up an explicit case about the probability or otherwise of this argument. Candidates may tease out the implications of 'probability' in relation to religious belief and the status of such an argument in relation to 'belief in' God. Candidates may make effective use of scholarly debates regarding this argument.

Question Number		Indicative content
1 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few general features of the ontological argument with little attention to the question.
Level 2	5-9	Candidates may present a basic account of some key features of the argument with limited use of scholarly opinion.
Level 3	10-14	Candidates may select some key features of the ontological argument. They may draw on the ideas of some thinkers to highlight a few characteristics of this argument. Candidates may examine key stages in the argument, such as those parts focusing on 'existence' and those on 'necessary existence'.
Level 4	15-18	It is likely candidates may manage their material in order to build up an explicit answer regarding the distinctive features of the ontological argument. Candidates may draw on scholarly contributions and these may be adapted to concentrate on distinctive features. Candidates may examine the <i>a priori</i> deductive nature of this argument together with distinctive concepts such as aseity. Arising from this approach, candidates may analyse major shifts of interpretation of distinctive features such as Descartes and his focus on 'perfection' in the context of this argument.

Question Number		Indicative content
1 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention one or two weaknesses of the argument with little attention to the thrust of the question.
Level 2	4-6	Candidates may present basic criticisms of the argument as seen in Gaunilo's use of the island analogy presented in a simple manner.
Level 3	7-9	Candidates may select key criticisms from a range of scholars such as Hume and Kant with an emphasis on problems of a transition from a definition to existence. Candidates may debate developments of this stance as seen in Russell's views about the meaning of 'existence'.
Level 4	10-12	It is likely candidates may manage their material to build up a critical appraisal of the argument. They may focus on the view that the argument is claimed to be 'obviously incorrect'. Candidates may consider why such a claim is made and debate the credibility of the claim. Candidates may refer to case studies of scholarly opinion such as Hick, Malcolm and Plantinga to weigh up this claim.



Question Number		Indicative content
2 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few ideas about life after death such as resurrection of the body but with little attention to the question.
Level 2	5-9	Candidates may present a basic account of two types of belief in life after death but with too little on a comparative study as required by the question.
Level 3	10-14	Candidates may select core material on two types of belief in life after death. Candidates may clarify key concepts such as 'body' and 'soul' together with pertinent contextual material. Candidates may compare dualism with monism as a way of examining the two beliefs. Candidates may analyse key terms and scholarly contributions with an attempt at a comparative analysis.
Level 4	15-18	It is likely candidates may manage their material to construct an explicit comparative answer. They may achieve this throughout their essay and not merely at the end of their answer. Candidates may achieve this by a comparative analysis of their respective contexts, including the philosophical and religious influences of these beliefs. Candidates may present a comparative examination of notions of identity and mind-body debates.

Question Number		Indicative content
2 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention a few ideas in support of life after death with limited attention to the question.
Level 2	4-6	Candidates may present a basic argument in support of life after death that builds on material in part (i) developed at a simple level.
Level 3	7-9	Candidates may select key ideas and views arising from their analysis that lends support to life after death. Candidates may argue that one of their exemplars is stronger than the other, such as dualism over and against monism. They may argue that the credibility of belief in life after death may be relative to the exemplar selected.
Level 4	10-12	It is likely candidates may manage their views so as to create a coherent argument weighing up the strengths and weaknesses concerning belief in life after death. Candidates may draw on scholarly debates and these may refer to views about belief in God in this context of life after death. This may be contrasted with alternative views concerning belief in life after death without the necessity of 'God'. Candidates may argue that these types of conflicting views weaken the meaning of life after death. Candidates may debate interpretations of 'persons' and identity. At this level candidates may adapt these themes to the issue of debates about the credibility of belief in life after death.

Question Number		Indicative content
2 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few features about analogy with limited attention to the question.
Level 2	5-9	Candidates may present a basic account of the two exemplars selected. Candidates may examine key ideas of these topics with a simple attempt to examine their contributions to religious language. Normally candidates cannot proceed to level three if they do not examine two contributions.
Level 3	10-14	Candidates may select distinctive concepts of the two exemplars. Candidates may identify key philosophers associated with the exemplars selected and examine their major contributions to a study of religious language. Some may examine the philosophical support given to religious language and others may explore the material that the contributions are negative.
Level 4	15-18	It is likely candidates may manage their material to analyse the core ideas of the exemplars and of their contributions to a study of religious language. Candidates may examine the key contextual material appropriate to an understanding of the exemplars. They may analyse the religious and philosophical influences on these exemplars and hence their contributions to religious language. It is likely candidates may incorporate key contributions from various philosophers.

Question Number		Indicative content
2 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention a few ideas about criticisms of religious language with a limited focus on the question.
Level 2	4-6	Candidates may present a point of view in support of the claim that religious language is nonsense. This may be presented in a basic manner with a simple type of argument.
Level 3	7-9	Candidates may select relevant evidence and reason to weigh up the view that religious language is meaningless. Candidates may draw on scholarly debates that put forward a variety of stances. Candidates are not limited to the exemplars selected in part (i) and they may refer to verification.
Level 4	10-12	It is likely candidates may manage their material to discuss a range of views on the meaning or otherwise of religious language. Candidates may debate arguments for and against this stance, coming to an informed point of view themselves. It may be the case that candidates focus on falsification with a sound analysis of the key arguments together with seminal contributions from the 'University Debate'.

## Ethics

Question Number		Indicative content
3 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates are likely to have identified one or two key features of one critique of the link between religion and morality. Case studies and illustrations may be used descriptively and it is unlikely that candidates' responses will be based on scholarly foundations.
Level 2	5-9	At this level, candidates are likely to have correctly identified some key features of one critique of the link between religion and morality but at a limited level in terms of length and depth and with little or no understanding of its more conceptual principles. Case studies or illustrations may be used descriptively and their understanding is less likely to extend to an appreciation of the challenges they pose for traditional religious morality.
Level 3	10-14	At this level, candidates are likely to focus on the key features of one critique of the link between morality and religion but with greater focus on the content of the critique rather than the conceptual issues which arise from it. However, it will be clear that the candidate has understood the critique and is in a position to evaluate it. Case studies will be used more analytically, if at all and candidates will typically show an understanding of how the chosen critiques pose a challenge to traditional religious morality.
Level 4	15-18	At this level, candidates are likely to present an extensive account of a critique of the link between morality and religion, for example, moral, sociological, psychological or ideological critiques, demonstrating a clear understanding of its principles. A range of scholarly ideas and limited case studies are typical at this level as well as a clear understanding of why this position offers a critique of traditional understandings of the possible relationship between religion and morality, such as divine command ethics or the view that morality is dependent upon religion.

Question Number		Indicative content
3 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level, candidates are likely to struggle to express a view as to whether the critique has undermined the relationship between religion and morality and may rely on repeating material from (i).
Level 2	4-6	At this level, candidates are likely to express a view regarding the strengths and weaknesses of the chosen critique, arriving at a simple conclusion.
Level 3	7-9	At this level, candidates are likely to have offered one or more clear opinions as to the relative strength/weakness of the chosen critique and its success at undermining the link between religion and morality. Some attempt may be made to reach a balanced conclusion.
Level 4	10-12	At this level, candidates are likely to offer clear opinions as to the relative weaknesses and strengths of the chosen critique, making use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion as to how successfully it undermines the link between religion and morality. Candidates may also consider whether other critiques are more successful than those they have offered in (i).

Question Number		Indicative content
3 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates are likely to have identified one or more key features of the chosen ethical theory. Case studies may be used descriptively
Level 2	5-9	At this level, candidates are likely to have correctly identified a range of key features of a the chosen theory but at a limited level in terms of length and depth and with little or no understanding of the broader ethical principles. Case studies may be used descriptively.
Level 3	10-14	At this level, candidates are likely to focus on the key features of their chosen theory, possibly from the angle of content of the particular theory and with less attention to the conceptual issues arising from the moral philosophical approach. Case studies will be used more analytically, if at all.
Level 4	15-18	At this level, candidates are likely to present an extensive account of their chosen theory, for example, demonstrating a clear understanding of principles of absolutism, <i>a priori</i> ethics, and moral realism, based on or influenced by religious or non-religious views of the world, the concept of duty, morality as accessible to all humans through use of reason. Case studies, if used, will be applied analytically.

Question Number		Indicative content
3 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates are likely to have given one or more strengths or weaknesses of their selected theory but with little or no consideration of their relative value in terms of persuasiveness
Level 2	4-6	Candidates are likely to express a view regarding the strengths and weaknesses of their chosen theory, coming to a simple conclusion, possibly referring to the wording of the question.
Level 3	7-9	Candidates are likely to have offered one or more opinions as to the relative persuasiveness of their chosen theory.
Level 4	10-12	Candidates are likely to have offered clear opinions as to the relative persuasiveness of their chosen theory, making use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion.

Question Number		Indicative content
4 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates will show some simple knowledge of the concepts but it will be undeveloped and lack scholarly reference.
Level 2	5-9	Candidates will show some knowledge and understanding of the concepts in their broader context, but are likely to be dependent on simpler, less scholarly, material. Case studies may be used, with largely descriptive, but relevant value. Normally candidates cannot proceed to level three unless they examine both concepts.
Level 3	10-14	Candidates will offer a reasonably full knowledge and understanding of the concepts, with accurate theoretical and practical material and some reference to the work of appropriate scholars. Some case studies may be used.
Level 4	15-18	Candidates need to demonstrate a full knowledge and understanding of the concepts, making reference, where appropriate, to relevant scholars, theoretical approaches and, where appropriate, practical examples. A range of legitimate material may be offered, but at this level the question should be clearly addressed and examiners should not have to search for credit amongst ambiguously relevant material.

Question Number		Indicative content
4 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates are likely to have shown a basic awareness of subjectivism and make a simple descriptive observation about the problems it poses for justice, law and punishment.
Level 2	4-6	Candidates are likely to express one or more simple ideas about subjectivism and the problems it raises for justice, law and punishment, based on a simple case study or personal opinion.
Level 3	7-9	Candidates are likely to raise one or more legitimate problems raised between the concepts and their relationship and to offer a clear conclusion as to the nature of that relationship, drawing on personal opinion or limited use of scholarship.
Level 4	10-12	Candidates are likely to have demonstrated a clear understanding of how subjectivism poses problems for justice, law and punishment and to offer well considered conclusions as to the value of the relationship between them. Conclusions will be supported by substantiated personal opinion and/or use of scholars.

Question Number		Indicative content
4(b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates are likely to make one or two simple observations about emotivism, based on a simple idea, such as 'Boo-hurrah' or ethical claims as emotive and preference based. Some misunderstandings or over-simplifications may prevail.
Level 2	5-9	At this level, candidates are likely to develop a fuller range of ideas, identifying the role of emotivism as a way of assessing the purpose of ethical claims as preference based rather than factual.
Level 3	10-14	Candidates are likely to show more awareness of emotivism within the context of logical positivism and claims about the meaningfulness of ethical language and to be able to use appropriate examples in an analytical manner.
Level 4	15-18	At this level, candidates are likely to demonstrate a full awareness of the role of emotivism in the debate about ethical language, its meaning and function. Candidates may outline some particular problems of ethical language such as the problem of defining good, making value judgements, and of justifying moral claims on the basis of facts.

Question Number		Indicative content
4 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level, candidates are likely to make a simple observation about the success or otherwise of emotivism as a way of understanding the function of ethical language.
Level 2	4-6	Candidates are likely to make an assessment of the value of emotivism as a way of solving the problems of ethical language, with reference to its strengths and weaknesses.
Level 3	7-9	At this level, candidates are more likely to identify specific problems which have been solved, or not, by emotivism and to assess whether this suggests that emotivism has proved useful or not.
Level 4	10-12	Candidates are likely, at this level, to make a comprehensive assessment of emotivism as an approach to ethical language, making specific reference to the ways in which it has solved, or failed to solve problems in ethical language. Some reference may be made to the overall success of logical positivist ways of evaluating the meaningfulness of language.

## Buddhism

Question Number		Indicative content
5 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few biographical features about Ashoka with little attention to the question.
Level 2	5-9	Candidates may present a basic account of Ashoka's life with some reference to his background.
Level 3	10-14	Candidates may select some key features of the background to Ashoka. Candidates may examine the Sangha prior to the time of Ashoka and its subsequent role. Candidates may examine Hindu emphases at the time, including Ashoka's criticisms of sacrifices and the role of Brahmins.
Level 4	15-18	It is likely candidates may manage their material in order to build up a full answer. Candidates may examine political issues such as types of kingship and military conquests. Candidates may compare this to aspects of Ashoka's reign after the Kalinga campaign. Candidates may relate the type of Buddhist background prior to the time of Ashoka to some of his initiatives such as the importance of dharma, social justice as seen in the Edicts and development of veneration of the Buddha.

Question Number		Indicative content
5 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention a few features of Ashoka as a Buddhist at a descriptive level.
Level 2	4-6	Candidates may present a basic account of major aspects of Buddhism during his reign with an attempt to assess its significance such as the importance of the Edicts.
Level 3	7-9	Candidates may select key views of Buddhism at this time such as the establishment of Buddhism across much of India and beyond with evidence of a setting up of a Buddhist state. Candidates may consider the sort of emphases in the Edicts and compare these to the range of Buddhist practices and beliefs.
Level 4	10-12	It is likely candidates may manage their material in order to build up a fully reasoned answer. Candidates may weigh up the positive features about development compared to more negative points. Candidates may argue that Ashoka's view of Buddhism appeared to be a social welfare system with little attention to meditation and ideas of nirvana. Candidates may assess the impact of Buddhist Councils at that time and the formation of the Pali Canon compared to the eventual decline of Buddhism after Ashoka's death. Candidates may use scholarly contributions to substantiate their views.



Question Number		Indicative content
5 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention some descriptive features of Zen with scant attention to the question.
Level 2	5-9	Candidates may present basic information about Zen practices with an attempt to incorporate materials on beliefs at a simple level. Normally candidates cannot proceed to level three if they have not examined both beliefs and practices.
Level 3	10-14	Candidates may select key features of Zen beliefs and practices. Candidates may highlight key teachers with a few central ideas and clear information about some important practices. Candidates may highlight the range of Zen practices incorporating types of meditation, cultural activities, sport and horticulture.
Level 4	15-18	It is likely candidates may manage their material so as to build up a full, well structured answer. Candidates may present key contextual material about Zen in relation to Japanese culture. Candidates may focus on some influential Zen masters with a range of their teachings and implications for Zen practices. Candidates may analyse key terms. It is likely candidates may examine some major differences within Zen, such as Rinzai and Soto, in order to clarify distinctive teachings and practices.

Question Number		Indicative content
5 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some descriptive features of Zen practices with little attention to the question.
Level 2	4-6	Candidates may present a basic view that considers Zen influences on development on Buddhism. Candidates may discuss some distinctive Zen meditational techniques such as zazen and the use of the koan.
Level 3	7-9	Candidates may select some core influences of Zen and consider their contributions to Buddhism. Candidates may consider this from an historical perspective whereby they discuss Zen contributions at strategic times such as the early development of Pure Land and Zen responses with its refinements to meditational techniques and physical development.
Level 4	10-12	It is likely candidates may manage their views in order to build up an interpretation about the distinctive contributions to Buddhism. Candidates may discuss this in terms of the context of Zen in contradistinction to Pure Land and the differences between tariki and jiriki. Candidates may discuss the influence of Zen in terms of creating a system with 'no God, no soul and no belief'. Positively candidates may highlight Zen creative influences on the development of Buddhism across a range of enterprises. Candidates may make effective use of scholarly contributions.

Question Number		Indicative content
6 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few features about suffering in Buddhism with little attention to the question.
Level 2	5-9	Candidates may present a basic account of suffering and no-self with some illustrative material. Normally candidates cannot proceed to level three unless they examine both terms.
Level 3	10-14	Candidates may select core ideas about dukkha and anatta and candidates may examine these in the context of the first Noble Truths. They may examine the view that beliefs about 'self' are a basic reason for dukkha. Candidates may attempt to make use of the set texts.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer to the key features of dukkha and anatta. Candidates may examine core contextual issues such as their place in the Four Noble Truths. Candidates may examine a range of types of dukkha and unpack the meaning of anatta with reference to the five groups of grasping and causal explanations .

Question Number		Indicative content
6 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some ideas about no self with limited attention to the question.
Level 2	4-6	Candidates may present a basic interpretation about the relationship between dukkha and anatta such as the illusory quest for a 'self' is a major cause of dukkha.
Level 3	7-9	Candidates may select core ideas and argue for the relationship between these concepts in terms of key themes in the Four Noble Truths. Candidates may consider the relationship because of the underlying theme of anicca and that these truths elaborate the process of freedom from dukkha, partly via wisdom about the 'soul' .
Level 4	10-12	It is likely candidates may build up their interpretation about the reasons why dukkha and anatta are closely related. Candidates may discuss Buddhist views about causal processes and karmic effects and how these relate dukkha and anatta within a coherent belief system. Candidates may debate that these models apply to samsara and across existences. Candidates may draw on scholarly debates to substantiate their views.

Question Number		Indicative content
6 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention some descriptive features of Bodhisattvas with little attention to the question.
Level 2	5-9	Candidates may present basic information about the Bodhisattva doctrine with a limited attempt to relate this to Theravada and Mahayana Buddhism.
Level 3	10-14	Candidates may select core ideas relevant to a comparative answer. Candidates may select a range of key differences including material on the Bodhisattva. Candidates may note that the ideal of the arahat in Theravada is in sharp contrast to the Bodhisattva ideal.
Level 4	15-18	It is likely candidates may manage to construct an explicit and systematic comparative answer. Candidates may select a range of differences including beliefs about the Buddha, key teachings such as the emphasis on sunyata in Mahayana and radically different paths to liberation. A focal point of this comparative study may be different interpretations of the Bodhisattva in contrast to the arahat ideal in Theravada.

Question Number		Indicative content
6 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention a few descriptive features of the Bodhisattva with little reference to the question.
Level 2	4-6	Candidates may present basic views about the importance of the Bodhisattva with reference to liberation for all.
Level 3	7-9	Candidates may select core views about the significance of the Bodhisattva with reference to the views about the centrality of the Bodhisattva doctrine and what this may signify to devotees such as transfer of karmic merit.
Level 4	10-12	It is likely candidates may build up a coherent answer that provides reason and evidence to consider the issues of the centrality of this doctrine in Mahayana. Candidates may debate the view that unlike many religious traditions whereby there is the notion of salvation for the individual, the Bodhisattva path postpones this view and focuses on salvation for all. This is significant within Mahayana as candidates may argue for the primacy of the combination of wisdom with loving-kindness as hallmarks of Mahayana aspirations. In practice, candidates may relate this view to interpretations of Pure Land as a significant feature of Mahayana. On the other hand candidates may argue that schools such as Zen may have minimal regard for this doctrine.

## Christianity

Question Number		Indicative content
7 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Answers may deal briefly with Bonhoeffer's role in reaction to the persecution of the Christian Churches in Nazi Germany.
Level 2	5-9	Answer may deal with Bonhoeffer's work in response to the persecution of the Churches by the Nazis but may also include some element of his teaching such as his abandoning of his earlier pacifist stance to resist the Nazis.
Level 3	10-14	Answers may deal more fully with his work such as the details of the bomb plot and there may be a range of Bonhoeffer's teaching such as his concept of cheap grace, religionless Christianity or as Jesus the man for others.
Level 4	15-18	Answers may show a coherent response to an understanding of his work and teaching with regard to scholarly opinion. There may be a more comprehensive account of his work among the Churches and his writings which may include his letters to pastors serving on the Eastern front. There may be a more developed analysis of his teaching showing what influences there were in his writings such as Luther or Barth.

Question Number		Indicative content
7 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may make simple statements such as that he is regarded as a modern martyr.
Level 2	4-6	Candidates may show that Bonhoeffer tried to put his faith into action and can help Christians today to do this. They may also say that the fragmentary knowledge of his teaching makes a complete assessment impossible.
Level 3	7-9	Candidates may emphasise the quality of example expressed in his willingness to identify with his people to the point of death or they may deal with the radical nature of his writing such as <i>The Cost of Discipleship</i> .
Level 4	10-12	Candidates may emphasise the difficulties of assessment because of the incompleteness of much of our knowledge of his theology. They may deal with the development of his work and his influence on those who followed him, such as JAT Robinson. They may build a coherent argument leading to a conclusion, using scholarly opinion that will attempt to assess his significance within the modern world.

Question Number		Indicative content
7 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may choose from a wide ranges of issues; action in Nazi Germany, Ecumenism or Interfaith today. A simple statement of some of the issues arising may be made here.
Level 2	5-9	Candidates may focus on the history of the ecumenical movement with reference to the Edinburgh conference of 1911 and the setting up of the World Council of Churches in 1948.
Level 3	10-14	Candidates may emphasise the development of the ecumenical movement since the setting up of the World Council of Churches and the responses of the Roman Catholic Church leading to the Churches Together Movement and demonstrate how this is a practice of Christianity in the modern world.
Level 4	15-18	Candidates may build on this by dealing with more current issues of Papal visits or joint issues which may be either national or local. They may deal with ARCIC discussions between Churches or they may show where lines of demarcation are hardening in the current situation. These issues may be developed in the light of the views of modern scholars.

Question Number		Indicative content
7 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may present a superficial account of a few views concerning the practise of Christianity in the modern world.
Level 2	4-6	Candidates may present a basic view on the significance of these issues such as the fact that the ecumenical movement was largely a Protestant affair and that Catholics have not always seen the need to join in with this.
Level 3	7-9	Candidates may offer a more developed answer that considers in detail why the Catholic Church has been slow to join in as it sees itself as the True Church, as well as the difficulties for unity of Catholic views of the priesthood and the Eucharist. A case may be constructed which shows how the issues can be of significance today.
Level 4	10-12	Candidates may consider critically what is actually meant by the concept of unity and the various understandings that there are of this concept with reference to the work of scholars. They may build a coherent argument leading to a conclusion, using scholarly opinion that will attempt to assess the significance of this practice in the modern world.

Question Number		Indicative content
8 (a)	(i)	(18)
<b>Indicative content</b>		
Level	Mark	AO1
Level 1	1-4	Candidates may include simple statements such as that Jesus died for us and for our salvation.
Level 2	5-9	Candidates may begin to raise some of the difficulties, e.g. why did someone have to be punished, and what is actually meant by salvation?
Level 3	10-14	Candidates may begin to make a coherent attempt to explore the issue of why and how humankind needed salvation and the process of the redemption story in Jesus Christ. They may raise various views of the Church down the ages in response to this question such as ransom or example.
Level 4	15-18	Candidates may make a coherent response using the relevant technical vocabulary about salvation in this world or the next, atonement as a transaction event or a pathway. Using modern scholarly opinion a case will be constructed to show a full understanding of this question

Question Number		Indicative content
8 (a)	(ii)	(12)
<b>Indicative content</b>		
Level	Mark	AO2
Level 1	1-3	Candidates may offer views that may be fairly simple such as that the Church has always taught this.
Level 2	4-6	Candidates may begin to deal with questions such as the importance of salvation and whether our condition in the next world depends on this.
Level 3	7-9	Candidates may deal with the issue of the problems of the process or the mechanics of salvation, the problem of payment to the devil may be raised. Modern difficulties with some of the traditional terminology may also be dealt with here.
Level 4	10-12	Using critical scholarship candidates may construct a case that may be in defence or otherwise of the traditional view. The question of the claims of salvation from other faiths may be discussed. They may build a coherent argument leading to a conclusion, using scholarly opinion that will attempt to assess the significance of these teachings for Christians.

Question Number		Indicative content
8 (b)	(i)	(18)
<b>Indicative content</b>		
Level	Mark	AO1
Level 1	1-4	Candidates may make simple statements about the Trinity, such as that it is no longer relevant or comprehensible today.
Level 2	5-9	Candidates may consider simply the view that modern views reflect those of Chalcedon and have not changed and indeed should not change.
Level 3	10-14	Candidates may offer a more developed understanding, mentioning a number of scholars such as Barth, Rahner and Schillebeeckx and their views of beliefs about Trinity whilst staying within orthodoxy.
Level 4	15-18	Candidates may make a coherent response including the views of a number of scholars such as Barth's three modes of self-revealing Trinity, Rahner's unity-in-plurality view including a distinction in order and Schillebeeckx's less Christocentric and more theocentric view. They may begin to contrast them. They may even mention Roger Haight whose views have just earned him censure from the Vatican for being too radical.

Question Number		Indicative content
8 (b)	(ii)	(12)
<b>Indicative content</b>		
Level	Mark	AO2
Level 1	1-3	Candidates may offer simple statements such as that Christians need to believe in Christ as God for salvific reasons.
Level 2	4-6	Candidates may offer a straightforward case for keeping the traditional concepts of the Trinity or not, as the basis for salvation.
Level 3	7-9	Candidates may make a thorough examination of the possibility for Christians today that an understanding of the Trinity is no longer required and that the radical belief that there is no life after death needs no Trinity nor a traditional understanding of salvation.
Level 4	10-12	Candidates may be able to develop the discussion in a more fully developed way such as whether the Chalcedon definition is negotiable at the present time. They may argue that the oneness of God is sufficient today as it is proclaimed by all three Abrahamic faiths. They may, using critical scholarship, construct an argument demonstrating the significance of these teachings for Christians.

## Hinduism

Question Number		Indicative content
9 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention some biographical material on one of the figures with little attention to the question.
Level 2	5-9	Candidates may present basic material on two exemplars with an attempt to examine the religious context, such as types of Hinduism at that time. Normally candidates cannot proceed to level three unless they have examined two of these figures.
Level 3	10-14	Candidates may select core material on the historical and religious context to two of the exemplars. Candidates may examine topics such as interfaith issues, status of the Vedas and other key scriptures together with key figures and traditions.
Level 4	15-18	It is likely candidates may manage their material in order to build up a full answer. Candidates may examine relevant material from the late eighteenth century onwards. This may include European influences, nationalistic movements. Candidates may examine selected schools and traditions such as Advaita and Tantric influences and Brahmo Samaj and Arya Samaj.

Question Number		Indicative content
9 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some biographical data with little attention to the question.
Level 2	4-6	Candidates may present basic information and consider its importance for Hinduism at a simple level.
Level 3	7-9	Candidates may select core views about the contributions. This may include material within their own lifetime, noting that in many respects subsequent disciples enhanced the original contributions. Candidates may consider a range of their contributions which they may illustrate with specific examples such as the movement to base Hindu thought on the Vedas.
Level 4	10-12	It is likely candidates may build up their evidence and reason to argue the case about the contribution of the selected exemplar. This may include debates about the significance of religious experience, responses to Western culture and subsequent developments after the time of the exemplar including placing Hinduism on a 'world-stage'. Some candidates may debate the value of these contributions including political viewpoints.



Question Number		Indicative content
9 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention one or two events in Gandhi's life with little reference to the question.
Level 2	5-9	Candidates may present basic material about Gandhi's background with an attempt to examine a few teachings at a simple level. Normally candidates cannot proceed to level three unless they have examined the historical context and teachings.
Level 3	10-14	Candidates may select core information about Gandhi's historical context. Candidates may adapt biographical material to the demands of the question. Candidates may use as a case study the caste system and Gandhi's activities and related teachings such as 'welfare for all' and the harijans.
Level 4	15-18	It is likely candidates may manage their material so as to build up a full answer. Candidates may examine the view that it may be difficult to separate out 'history' from Indian culture. Candidates may examine Western influences, a range of Hindu reforming movements in this historical context, and historical features linked to population movements away from agriculture to urban existence. In their examination of his key teachings candidates may emphasise his respect for Hindu traditions such as atman and Brahman and the notion of satyagraha. Candidates may focus on key teachings such as ahimsa which in Gandhi's case may be linked to political beliefs as a means of reforming Hinduism.

Question Number		Indicative content
9(b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some biographical features about Gandhi with little focus on the question.
Level 2	4-6	Candidates may present basic information which attempts to relate key events in his life to key teachings such as those related to the caste system and the harijans. Candidates may argue that the quotation is a correct summary.
Level 3	7-9	Candidates may select core views to argue the case that the quotation is accurate. Candidates may use evidence including his emphasis on ahimsa and various events in his life in different countries to substantiate this link. Candidates may consider Gandhi's emphasis on self rule for India as a feature that links his views and activities.
Level 4	10-12	It is likely candidates may weigh up views for and against the quotation. Candidates may argue that the range of his reforms reflected the range of his innovations. Candidates may consider the evidence about Gandhi's beliefs about inter-faith issues may be related to events in his life. Candidates may argue that the themes of resistance and discrimination span both his teachings and important events in his life. On the other hand, candidates may argue that parts of Gandhi's message had a transcendental aspect such as his 'search for truth' that cannot be reduced to biographical episodes. This may be seen in the ascription 'mahatma'.

Question Number		Indicative content
10 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few features of one of these terms with little attention to the question.
Level 2	5-9	Candidates may present a basic account of the two terms with some illustrative material at a simple level. Normally candidates cannot proceed to level three unless they examine both terms.
Level 3	10-14	Candidates may select core ideas for Atman and Brahman and draw out some implications for practice.
Level 4	15-18	It is likely candidates may manage their material to build up a full analysis of these terms. Candidates may make effective use of the set texts including the Katha Upanishad and Gita. Candidates may draw on contextual material beyond the set texts such as earlier ideas in the Vedas. Candidates may draw attention to the view that the interpretations of these concepts varied across different periods. Candidates may refer to the contributions of various Hindu thinkers.

Question Number		Indicative content
10 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention one or two ideas about Atman and Brahman with little reference to the question.
Level 2	4-6	Candidates may present basic material on the relationship between the two terms and it may be that one view of the relationship receives fuller treatment than the other. Normally candidates cannot proceed to level three unless they have discussed two views.
Level 3	7-9	Candidates may select core views to highlight two views about the relationship between Atman and Brahman. Candidates may achieve this by a consideration of set texts and draw attention to different emphases within the Katha Upanishad and the Gita. The candidates may not necessarily draw out differences but consider two views.
Level 4	10-12	It is likely candidates may manage their material to focus on two views about the relationship between Atman and Brahman. Candidates may debate Vedanta in which Brahman is the essence and identical to Atman, which illustrates a non-dualist position. Some may compare this to Ramanuja in which Atman is believed to have an eternal relationship with God leading to a theological system. Candidates may make effective use of scholarly debates in this topic.

Question Number		Indicative content
10 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention one or two ideas with little focus on the question.
Level 2	5-9	Candidates may present a basic account of these two terms with illustrative material at a simple level. Normally candidates cannot proceed to level three unless they examine both terms.
Level 3	10-14	Candidates may select core ideas about samsara and moksha. Candidates may examine notions of the cycle of life, death and reincarnation and they may focus on ideas associated with heavens and hells.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer to the question. Candidates may examine key aspects of contextual material to these terms, noting that their emphases may vary from one period to another. Candidates may make effective use of the set texts including parts of the Katha Upanishad and the Gita. Candidates may draw on the contributions of various thinkers.

Question Number		Indicative content
10 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention one or two features of liberation with little attention to the question.
Level 2	4-6	Candidates may present basic views about paths to salvation with a simple line of argument. Normally candidates cannot proceed to level three unless they examine more than one view.
Level 3	7-9	Candidates may select some views about achieving moksha such as the role of avatars and candidates may argue that some are far more popular than others. Candidates may compare this type of bhakti approach to views about the role of karma in this process and the significance of improving karmic merit.
Level 4	10-12	It is likely candidates may manage their views to create a coherent and full answer. Candidates may discuss different views about ways of achieving moksha with reference to jnana, karma and bhakti yoga. Candidates may argue that some of these are more applicable to some Hindus rather than others and consider why this may be the case. Candidates may debate different perspectives on these topics from monistic and dualistic stances.

Question Number		Indicative content
11 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention one or two differences with little focus on the question.
Level 2	5-9	Candidates may present basic information on Sunni and Shi'ah Islam. Candidates may attempt a comparative study at a simple level.
Level 3	10-14	Candidates may select relevant material from the historical context of the division. Candidates may examine comparative issues such as authority, succession and infallibility. Candidates may compare views about ummah, shaykh and imam. Candidates may select a case study such as interpretations of the pillars and various practices.
Level 4	15-18	It is likely candidates may manage their material to build up a full comparative answer. Candidates may examine comparative themes such as different approaches to authority, succession and representation among the caliphs with attention to Uthman and Ali and 'Umayyad dynasties. Candidates may construct a comparative analysis of interpretations of the Qur'an and Hadith. Candidates may draw on scholarly debates to assist with this comparative study.

Question Number		Indicative content
11 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some narrative material with little focus on the question.
Level 2	4-6	Candidates may present descriptive detail of conflicts with an attempt to place this in a context. Normally candidates cannot proceed to level three unless they examine both beliefs and practices.
Level 3	7-9	Candidates may select core material about the significance of this historical division for understanding Islam in modern times. Candidates may debate issues related to views about leadership such as consent of the ummah compared to the allegiance to descendants. Candidates may select a particular country but there is no requirement to do so.
Level 4	10-12	It is likely candidates may manage their views to build up a full argument about Sunni-Shi'ah relationships in the contemporary world. Candidates may argue for the complexities in this topic partly related to geographical location and divisions within both Sunni and Shi'ah. Candidates may argue about political tensions between the two, such as debates about martyrdom and revolution. Candidates may debate various key personnel and selected case studies related to this topic. This may include views on Islamic relationships in an inter-faith context.

Question Number		Indicative content
11 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention some descriptive material with little focus on the question.
Level 2	5-9	Candidates may present basic material on some practices with an attempt to examine some beliefs at a simple level.
Level 3	10-14	Candidates may select core details about beliefs and practices in one or more Islamic states. If candidates select two states there is no requirement to give them equal analysis. Candidates may examine a range of material with an attempt to highlight what may be the key issues.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer. Candidates may examine key contextual issues such as the type of Islam and influences on it whereby they may adapt this to focus on beliefs and practices. Candidates may examine the impact that political, economic and social factors may have on the practice of Islam. Candidates may examine the various emphases of types of Islam within the country or countries selected.

Question Number		Indicative content
11 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention some Islamic views about another religion with little focus on the question.
Level 2	4-6	Candidates may present basic views about diversity. Some candidates may focus on diversity within Islam and others may select an inter-faith approach and either approach is legitimate.
Level 3	7-9	Candidates may select core ideas about Muslim attitudes to different emphases within Islam. Candidates may highlight that some of these views may advocate military action, whereas candidates may consider different responses. Some may argue for the supremacy of a Sunni compared to the Shi'ah tradition.
Level 4	10-12	It is likely candidates may create a full argument. Candidates may focus on pluralism and debate this with commitment to the Truth of Islam. Candidates may discuss this exclusive stance with an Islamic view about a universal system of ethics. Some candidates may debate tensions between examples of tolerance compared to the authority of revelation.

Question Number		Indicative content
12 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention one or two ideas with little focus on the question.
Level 2	5-9	Candidates may present basic information about belief in Allah and the Qur'an with an attempt to adapt the material to ideas about authority. Normally candidates cannot proceed to level three unless they examine both beliefs about Allah, the Qur'an and authority.
Level 3	10-14	Candidates may select core ideas about belief in Allah and the Qur'an and adapt this to an understanding of authority. Candidates may focus on tawhid and the seamless links to Muhammad as his messenger and the Qur'an.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer. Candidates may examine ideas of submission in the context of authority with implications for life after death. Candidates may examine ways of interpreting the Qur'an such as the diachronic method whereby one traces the development of teachings over the course of Muhammad's career. Candidates may highlight the implications of these complexities for an understanding of authority in the sense that candidates may examine the context of Qur'anic teachings in order to clarify views about authority. Candidates may highlight the various emphases about key teachings. Candidates may make effective use of the set texts.

Question Number		Indicative content
12 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention a Sunni view about authority with little focus on the question.
Level 2	4-6	Candidates may present a basic view about Sunni or Shi'ah positions about authority. Normally candidates cannot proceed to level three unless they discuss two different views.
Level 3	7-9	Candidates may select core views about two interpretations about authority. Candidates may select Sunni and Shi'ah stances although other exemplars are applicable. Candidates may refer to Sufi views compared to the falasifa (philosophers).
Level 4	10-12	It is likely candidates may manage their views to create a full interpretation of the question. Candidates may debate a Sunni view about beliefs and practices being determined by a 'consensus' (ijma'), the religious authorities. This may be contrasted with a Shi'ah view about the infallible Imam for each generation with ayatollahs as waiting for the return of al-Mahdi. Candidates may argue that these views impact upon views about the authority of the Qur'an.

Question Number		Indicative content
12 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention some descriptive features of Sufism with little focus on the question.
Level 2	5-9	Candidates may present basic information about Sufism with an attempt to focus on its emphases. Normally candidates cannot proceed to level three unless they examine both beliefs about Allah, the Qur'an and authority.
Level 3	10-14	Candidates may select core material about the distinctive emphases of Sufism. Candidates may examine rituals, ideas about 'remembrance' of God and mysticism.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer. Candidates may focus on dualism in Sufi thought and notions of emanations with beliefs about rebirth. Candidates may examine distinctive practices associated with discipline and stages on the path towards union with God. Candidates may make effective use of Sufi thinkers.

Question Number		Indicative content
12 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention one or two criticisms made against Sufism with little focus on the question.
Level 2	4-6	Candidates may present basic views about Sufism's relationships to other traditions within Islam. Candidates may consider the emphasis on mysticism in contrast to those who follow the five pillars.
Level 3	7-9	Candidates may select core views about the contributions of Sufism to Islam. Candidates may debate Islamic criticisms of use of music and dance in rituals. Candidates may consider a range of critical stances against Sufism including those from Shi'ah Islam.
Level 4	10-12	It is likely candidates may manage their views to create an interpretation of Sufi contributions to Islam. Candidates may consider an Islamic critique of Sufism in terms of problems of mysticism and at-one-ness with God compared to notions of tawhid. Some candidates may follow a falasifa stance and debate different approaches to dualism and ideas about the illusory nature of the world. Some may consider evidence of synthesis between Sufism and some forms of Sunni Islam. Candidates may draw on the views of key figures such as al-Ghazali.

## Judaism

Question Number		Indicative content
13 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few biographical features of one of these exemplars with little focus on the question.
Level 2	5-9	Candidates may present basic material on two of the exemplars with an attempt to apply their material to their historical and religious context. Normally candidates cannot proceed to level three unless they examine two figures.
Level 3	10-14	Candidates may select core material that addresses the historical and religious context of two of the exemplars. Candidates may clarify key features of the early stages of Reform coupled with the beginnings of Neo-Orthodoxy as important features in their contextual examination.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer. Candidates may highlight the historical and religious contexts with attention to the complexities of the Enlightenment period. Candidates may identify some of the early features of Reform and key features of Orthodoxy and in particular Neo-Orthodoxy. These may include material on both belief and practice, noting their various influences on the two exemplars.

Question Number		Indicative content
13 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention a few influences of one of the figures with little reference to the question.
Level 2	4-6	Candidates may present basic views about the respective contributions with an attempt to focus on their teachings. Normally candidates cannot proceed to level three unless they discuss two figures.
Level 3	7-9	Candidates may select core teachings of the two exemplars and discuss their influence. Candidates may consider the impact on the early stages of Reform and Neo-Orthodoxy with views about attitudes to Gentiles and assimilation.
Level 4	10-12	It is likely candidates may manage their material to build up a full interpretation. Candidates may consider the significance of differences between revealed legislation and revealed truth. Candidates may consider the significance of critiques of Reform and defence of Orthodoxy and vice versa together with discussions about Torah and Jewish identity.



Question Number		Indicative content
13 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention a few narrative details about the Holocaust with little reference to the question.
Level 2	5-9	Candidates may present basic material about the Holocaust with an attempt to relate this to the problem of suffering at a simple level. Candidates may attempt to relate historical detail to theological issues.
Level 3	10-14	Candidates may select core ideas about the Holocaust with special reference to the problem of suffering. Candidates may examine possible types of explanation including ideas of vicarious suffering as the chosen people.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer. Candidates may adapt their material so that their accounts of the Holocaust may be seen in the context of the problem of suffering. Candidates may focus on ideas of suffering as a punishment or suffering as a means of 'development' and candidates may incorporate relevant material to build up their answer.

Question Number		Indicative content
13 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention a few narrative features with little reference to the question.
Level 2	4-6	Candidates may present basic views about two Jewish responses such as a sign of 'punishment'. Normally candidates cannot proceed to level three unless they evaluate two responses.
Level 3	7-9	Candidates may select two key views. These may include a consideration of human depravity and the 'suffering servant' imagery.
Level 4	10-12	It is likely candidates may build up their material to present a full interpretation. Candidates may consider the view that evil may lie within God's purpose with ideas of punishment and God 'hiding his face'. Some may discuss views such as seeing the Holocaust as chaotic and 'beyond' God.

Question Number		Indicative content
14 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention one or two ideas about Maimonides with little reference to the question.
Level 2	5-9	Candidates may present basic ideas about the Thirteen Principles with an attempt to focus on God and revelation. Normally candidates cannot proceed to level three unless they examine these beliefs.
Level 3	10-14	Candidates may select core ideas related to God and revelation. Candidates may examine ideas such as unity, incorporeality, eternity and omniscience. Candidates may relate these concepts to ideas such as belief in Moses and the Torah.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer. Candidates may place Maimonides in context including the significance of these Principles within his corpus. Candidates may make effective use of the set texts. Candidates may examine notions of God and revelation with attention to his views about language applied to God with the dangers of literalism.

Question Number		Indicative content
14 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention one or two ideas about the influence of Maimonides with little attention to the question.
Level 2	4-6	Candidates may present basic views about Maimonides with an attempt to discuss their importance.
Level 3	7-9	Candidates may select core views about the place of Maimonides in Judaism. Candidates may debate this claim with reference to the differences between Reform and Orthodox stances.
Level 4	10-12	It is likely candidates may build up their interpretations to present a full answer. Candidates may discuss the view that it is rare if Jewish authorities anathematized other Jews on theological grounds, rather it may be on grounds of scripture or tradition. On the other hand, candidates may discuss the complexities of these issues such as a belief in the action of God in history and shekhinah, of God within the world.

Question Number		Indicative content
14 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may mention one or two practices associated with Chasidism with little reference to the question.
Level 2	5-9	Candidates may present basic material on Chasidism with an attempt to focus on key emphases.
Level 3	10-14	Candidates may select core material on the key emphases of Chasidism. Candidates may focus on mysticism and authority of the rebbes. Candidates may examine key emphases such as knowledge of God, love of God and communion with God.
Level 4	15-18	It is likely candidates may manage their material to build up a full answer. Candidates may draw on contributions from influential thinkers in Chasidism such as Ba'al Shem Tov. Candidates may examine beliefs about the oneness with God, quest for holiness, and distinctive practices and rituals.

Question Number		Indicative content
14 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates may mention one or two criticisms against Chasidism with little reference to the question.
Level 2	4-6	Candidates may present basic views about Chasidism and attempt to argue for its characteristic features.
Level 3	7-9	Candidates may select core views and focus on arguments that its appeal is to the hearts rather than the minds of worshippers.
Level 4	10-12	It is likely candidates may create a full interpretation of the claim regarding the distinctive appeal of Chasidism. Candidates may argue for the claim with the emphasis on mysticism and stress on ethical and social implications. On the other hand candidates may weigh up the importance of theological controversies and beliefs about immanence. Candidates may debate the contributions of Martin Buber on mysticism in his encounter with western rationalism.

## Sikhism

Question Number		Indicative content
15 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates may typically offer a generalised description of at least one issue, such as the link between the continuing use of Punjabi and difficulties of access to Sikh teachings.
Level 2	5-9	Candidates are likely to explain the meaning of identity with some examples, focusing typically on practical examples, and offer explanations of some of the key terms, e.g. keshdhari and amritdhari.
Level 3	10-14	Candidates are likely to give an accurate analysis of the issue of identity in dispersion communities, showing a broad but unfocused assessment of the significance of this issue for the religion as a whole; they are likely to show how the issues surrounding identity are related to wider considerations, such as those about authority of older generations or the authority of traditional centres of Sikhism, such as Amritsar.
Level 4	15-18	Candidates are likely to consider a range of debates about identity in dispersion communities, using examples from various sources such as the writings of McLeod and contrasting this with views from within the community such as those of Gurharpal Singh and Darshan Singh Tatla.

Question Number		Indicative content
15 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates will typically describe situations where identity may be an issue for Sikhs, but mainly at a pragmatic level such as rights to wear karas to school; and are likely to base any opinion on such considerations without reference to any significant alternative, or directly to the chosen movement.
Level 2	4-6	Candidates are likely to describe, with appropriate practical examples, such as dress, some of the controversy which surrounds the issue of identity and suggest at least one alternative issue, such as the political representation of Sikhs, as a basis for expressing an opinion supported by a simple but valid reason.
Level 3	7-9	Candidates are likely to give a clear explanation of why identity is an unimportant issue for some Sikhs, with appropriate examples such as the diversity of Sikh forms within most Sikh families and the importance of personal choice and commitment in matters of faith. They may suggest some alternative issues where there is debate among Sikhs, such as views about political representation and access to the media and public services; and link this at least implicitly with their discussion about the chosen movement, to arrive at a conclusion supported by valid reasons.
Level 4	10-12	Candidates are likely to give a careful analysis of why identity is important or not for some Sikhs, with reference to such related issues as maintaining the Khalsa form; they will link this discussion clearly with their analysis of the chosen movement, and with alternative claims to importance, such as the need to develop a stronger voice in relation to government, national and local, and achieve better access to funding and more media attention, as a basis for arriving at a reasoned opinion.

Question Number		Indicative content
15 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates are likely to choose random examples to emphasise practical issues such as the Anand Marriage Act of 1909 which unified previously differing practices.
Level 2	5-9	Candidates are likely to describe some of the features of uniformity, such as the Rahit Maryada, and will also describe at least one example of the trend, e.g. sehajdharis denying the need to receive amrit are less likely to receive a welcome in Singh Sabha gurdwaras than three decades ago.
Level 3	10-14	Candidates are likely to select suitable examples of uniformity, such as wearing the 5 Ks, to show how it affects the Sikh outlook, belief and behaviour, including legal and political disputes, e.g. Mandla vs Lee (1983), paragraph 67 of the United Nations Declaration Against Racism (2002) and the current campaign in France.
Level 4	15-18	Candidates are likely to give a careful analysis of the concept of uniformity as opposed to unity. They are likely to develop this contrast by referring to issues where the Singh Sabha looks for uniformity, e.g. accepting the status of the Takhts in India, with others where they look for unity, e.g. Ragnala.

Question Number		Indicative content
15 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates are likely to define an orthodox Sikh as a member of the Khalsa and provide an opinion in support or against this practice.
Level 2	4-6	Candidates will typically explore the idea of 'true Sikh' and link the idea of cutting hair to it. They may refer to Guru Nanak's teachings against the importance of physical appearance to spiritual development.
Level 3	7-9	Candidates will refer to a range of teachings and examples from history to support their viewpoint. These may include the existence of non-amritdharis in senior positions during the lifetime of Guru Gobind Singh and the early period of the Khalsa, e.g. Bhai Nand Lal. Other candidates may refer to the fact that Guru Gobind Rai was the first to join the Khalsa, therefore, changing his name to Gobind Singh. What makes a 'true Sikh' remains implicit, rather than explicit.
Level 4	10-12	Candidates will typically refer to article 1 of the Sikh Rahit Maryada to define a Sikh. They will consider different interpretations of this article which hinge on the word 'believing'. A Sikh is one who believes in the Khalsa initiation. Does 'believing' imply 'acting on', or does it just mean 'thinking'? Any evaluation will focus on the issue of a true Sikh and will balance the range of evidence in relation to it.

Question Number		Indicative content
16 (a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates are likely to describe examples of everyday characteristics of the Sikh way of life, with only passing reference to their importance within Sikhism.
Level 2	5-9	Candidates will typically give examples of the direction towards God associated with nam japna, kirt karna and vand chakna, The treatment of the three items is likely to be unbalanced, with only one described in detail.
Level 3	10-14	Candidates are likely to explain the meaning of each of these concepts and illustrate them with practical examples from Sikh scripture and history, e.g. the importance of devotion or the importance of working honestly (story of Bhai Lalo).
Level 4	15-18	Candidates will typically show clear understanding of the concepts and explain why they are so integral to the Sikh way of life. They are likely to contrast these three items with the monastic or ascetic ideal common to Buddhism and Hinduism at that time, noting for example that honest work implies taking part in the economy and sharing implies a more egalitarian society rather than just the relief of poverty.

Question Number		Indicative content
16 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates will typically support an opinion either way by referring to a limited range of historical or contemporary examples, with only a minimal consideration of the opposite point of view.
Level 2	4-6	Candidates are likely choose examples selectively, typically from the lives of Guru Nanak and Guru Gobind Singh, either to support the view expressed or to maintain the opposite view, that the use of violence is not inconsistent with Sikh faith and history.
Level 3	7-9	Candidates will typically discuss examples of Sikhs who have dealt with particular situations of conflict in different ways, as a basis for considering the ideals they have upheld; and leading to an opinion with supporting reasons as to whether violence contradicts the ideal of God-centredness, for example, the non-violent mass protest led by Guru Tegh Bahadur.
Level 4	10-12	Candidates will typically locate their discussion around the concept of dharma yudh, dealing carefully with different interpretations of the Sikh ideal of upholding justice, and the means for doing so, drawing on suitable examples, typically from historical situations, e.g. the lives of the Gurus; they are likely to use this analysis in conjunction with their understanding of the concept of 'gurmukh' to lead to a reasoned opinion as to whether any form of violence is a denial of it.

Question Number		Indicative content
16 (b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	Candidates are likely to make generalised reference to some of the terms used to describe God, without reference to their coherence or place within Sikhism.
Level 2	5-9	Candidates will typically select and explain the meaning of a limited number of concepts, with only minimal reference to their context within Sikhism.
Level 3	10-14	Candidates are likely to refer to a selection of the main concepts of deity, giving a basic analysis of each; showing how they cohere within the wider Sikh understanding of God.
Level 4	15-18	Candidates may choose to contextualise their understanding in the wider framework of the Japji as a hymn outlining the process of becoming a 'sachiarā'; they are likely to select particular themes such as God's transcendence and immanence, eternity, unity and creativity; they are likely to give a clear analysis of the themes, showing an understanding of the key ideas and concepts within the context of Sikh teaching about God.

Question Number		Indicative content
16 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	Candidates will typically agree with or oppose the view about uniqueness with only minimal argument or examples to support a one-sided opinion.
Level 2	4-6	Candidates are likely to argue for or against the claim that the Sikh view is unique, using evidence from the Japji. They could refer to common ground with Islam due to the One God, or with Hinduism as there are references to the Hindu gods (as created by the One God). Mostly, candidates will link Jap Ji as the discussion of the sargun (manifest) qualities of One God while the Siddha Gosht is the discussion of the nirgun (unmanifest) qualities of sunnya, the Void, with the yogis.
Level 3	7-9	Candidates are likely to say that Sikh views are unique, based on the importance of Grace. The conclusion will be based on an evaluation of comparisons with one or several of Islam, Hinduism or yogis (Tantric Buddhism).
Level 4	10-12	Candidates are likely to show how the concept of God and stages of development developed in the Japji provide multiple points of comparison with other religious traditions, for example, the idea of One God is shared with Muslims and the idea of Grace is shared with Christians. They may be able to focus on particular features and sustain a critical inquiry focusing on points of comparison and contrast, leading to a conclusion justified by developed reasoning.

## New Testament

Question Number		Indicative content
17(a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates are likely to rely on a basic description of one or more key features of the teachings - for example, parables of the Kingdom, or the use of Logos in the Prologue - with no attempt to explain their significance.
Level 2	5-9	At this level, candidates are likely to have correctly identified some key features and offer something of their significance - for example, the idea of the Prologue as the key to unlock the gospel, or of the Kingdom being both present and future - but will still lack theological depth, relying more on narrative details.
Level 3	10-14	At this level, candidates are likely to focus more on particular aspects of the teaching and less on narrative re-telling and may be able to offer some insight into the background of the teachings or the symbolism used.
Level 4	15-18	At this level, candidates for Luke's Gospel are likely to offer a detailed and accurate account of Jesus' teaching on the Kingdom, showing an understanding of key terms such as salvation or eschatology and the influence of Judaism on these teachings. For the Prologue, candidates are likely to deal confidently with a range of teaching, such as the Logos, children of God, light and dark, replacement theology. Use of scholarship is likely to be accurate and appropriately used.

Question Number		Indicative content
17 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level, candidates are likely to rely on simple statements about the content of the material, with little understanding of how they relate to the rest of the gospel. They may rely on repetition of material from (i).
Level 2	4-6	At this level, candidates are likely to express a simple view regarding the relationship of the teachings to the rest of the gospel although some repetition may still be evident.
Level 3	7-9	At this level, candidates are likely to offer one or more opinions on the relationship between the teachings and the rest of the gospel, supported by scholarly views.
Level 4	10-12	At this level, candidates are likely to offer clear and evaluative opinions on the relationship between this teaching and the rest of the gospel making use of key scholarly contributions and personal opinion, arriving at a balanced conclusion.



Question Number		Indicative content
17(b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates are likely to have identified some key features of the gospel material which relate to purpose but are likely to depend heavily on a few narrative details rather than analysis of the claim.
Level 2	5-9	At this level, candidates are likely to have identified a more extensive range of key features which relate to purpose and may make some reference to the claim identified in the question. Narrative description rather than theological principles are still likely to dominate the answer.
Level 3	10-14	At this level, candidates are likely to demonstrate a solid knowledge and understanding of the purpose of the gospel as identified in the claim with reference to internal and external evidence.
Level 4	15-18	At this level, candidates will typically demonstrate a wide knowledge of the gospel material relating it specifically to the claim made in the question. Knowledge of textual material, views of scholars and an understanding of the background to the gospel are likely to be evident.

Question Number		Indicative content
17 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level, candidates are likely to rely on simple statements about other purposes of the gospel or to rely on repetition of material from (i).
Level 2	4-6	At this level, candidates are likely to express a view on one or more alternative purposes, coming to a simple conclusion possibly supported by scholarly views.
Level 3	7-9	At this level, candidates are likely to offer one or more opinions on the possible different purposes of the author, weighing up different possibilities and reaching a conclusion substantiated by personal opinion or scholarly views.
Level 4	10-12	At this level, candidates are likely to offer clear opinions of the different views and theories concerning possible purposes and make use of key scholars and informed personal opinion, arriving at a balanced conclusion.

Question Number		Indicative content
18(a)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates are likely to show some simple knowledge of the relevant textual narrative, expressed almost entirely in descriptive terms.
Level 2	5-9	Candidates may refer to relevant textual material in more detail and with more understanding of the implications of the question but will still rely heavily on textual narrative. Normally candidates cannot proceed to level three unless they examine both religious and political authorities.
Level 3	10-14	At this level, candidates are likely to offer a reasonably full understanding and knowledge of the textual material and background to it with accurate reference to the Old Testament and the situation at the time of the gospel. Some reference to scholars may be made and some understanding of the motives of the religious authorities demonstrated.
Level 4	15-18	At this level, candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views, with answers showing a balanced consideration of the motives of the religious authorities and the purpose of the writer of the gospel. A greater awareness of the theological implications of the reasons why Jesus had to die is likely to be evident.

Question Number		Indicative content
18 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level, candidates are likely to show a basic awareness of the text and make a descriptive account of one or more features of the trial before Pilate.
Level 2	4-6	Candidates are likely to express simple ideas about Pilate's actions, based on textual reference and some personal opinion.
Level 3	7-9	At this level, candidates are likely to make connections between the actions and intentions of Pilate and the religious authorities and to offer a clear conclusion as to the degree to which he was responsible.
Level 4	10-12	Candidates are likely to demonstrate a clear understanding of the motives for Pilate's actions and his relationship with Jesus and the religious authorities and to offer well considered conclusions based on substantiated personal opinion and scholarly views.

Question Number		Indicative content
18(b)	(i)	(18)
Indicative content		
Level	Mark	AO1
Level 1	1-4	At this level, candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.
Level 2	5-9	At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance, but still be largely dependent on narrative re-telling.
Level 3	10-14	At this level, candidates are likely to demonstrate a reasonably full knowledge and understanding of the text and to relate its ideas to Old Testament background and religious symbolism and the views of scholars.
Level 4	15-18	At this level, candidates are likely to show a clear and full understanding of the selected symbolic features and offer a range of views concerning their meaning, supported by relevant scholarship and a reference to the fulfilment of scripture and Old Testament symbolism and to the rest of the gospel narrative.

Question Number		Indicative content
18 (b)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	At this level, candidates are likely to depend on simple retelling of one or more narrative features of the resurrection narrative without an attempt to relate it to the terms of the question.
Level 2	4-6	At this level, candidates are likely to show a simple understanding of the importance of the resurrection narrative and to draw a simple conclusion as to its relationship with the rest of the gospel.
Level 3	7-9	Candidates are likely to make an increasing number of observations about the purpose and importance of the resurrection narrative and to refer to personal opinion and to the views of scholars.
Level 4	10-12	Candidates are likely to demonstrate a clear understanding of the resurrection narrative and its significance for the gospel as a whole, making some reference to the implications for the original readers. A substantiated conclusion is likely to be drawn using personal opinion and the views of scholars.

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