

Mark Scheme (Results)

January 2013

GCE Religious Studies (6RS01)
Paper 01 Foundations

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General Marking Guidance

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

Unit 1: Foundations

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

Assessing Quality of Written Communication

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

Assessment Objective 1

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

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

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

	<p>Mid Level 3: 12-13 marks breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features identified with some elaboration; showing understanding of some key ideas and concepts; expressed clearly and accurately using technical terms</p> <p>High Level 3: 14-15 marks a good range and/or detail of appropriate knowledge; presented in a mainly coherent structure; significant features explained for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately</p>	
4	<p>A coherent and well-structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> <p>Low Level 4: 16-17 marks accurate, relevant and detailed knowledge of the subject matter at a broad range or in sufficient depth; emphasis on significant features; using evidence to show general understanding of the key ideas; expressed clearly, using technical language appropriately</p> <p>Mid Level 4: 18-19 marks accurate, relevant and detailed knowledge of the subject matter at a wide range or in significant depth; emphasis on the most important features; using well-chosen evidence to support understanding of key ideas and concepts; expressed clearly and accurately, using technical language widely</p> <p>High Level 4: 20-21 marks accurate, relevant and detailed knowledge used concisely to present a coherent and well-structured response to the task at a wide range or considerable depth; selecting the most important features for emphasis and clarity; using evidence to explain the key ideas; expressed cogently using technical language</p>	16-21

Assessment Objective 2

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

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

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

Philosophy

Question Number		Indicative content
1 (a)	(i)	Candidates may refer to one or more versions of the design argument and typically may refer to one or more scholars such as Aquinas, Hick, Hume, Mill, Paley, Swinburne and Tennant. (21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the design argument.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • the importance of evidence • the prominence of reason in this argument.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the importance of empirical observations • the prominence of the interpretation of evidence • the significance of analogy.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • prominent themes related to types of empirical evidence • the importance of analogical reasoning • the significance of key stages in the argument • scholarly contributions.

Question Number		Indicative content
1 (a)	(ii)	Candidates may refer to one or more studies of the design argument. Some may support the claim in the question and others may argue for a different interpretation, provided the thrust of the question is addressed. (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two strengths of the argument.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • a basic view about an advantage of the argument • a simple notion about the argument as an explanation.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the explanatory merits of the argument • the cumulative strengths of the argument • the reasons why the argument is stronger than alternative views.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate the view that : <ul style="list-style-type: none"> • the argument sustains a reasoned explanation for the existence of the universe as pointing to God • adaptations to the argument help to overcome weaknesses • the argument shows a coherent explanation in terms of the internal structure of the argument and its cohesion with evidence • scholarly contributions support this interpretation.

Question Number		Indicative content
1 (b)	(i)	Candidates may examine one or more versions of the cosmological argument and various scholars and may refer to one or more of them such as Aquinas, Copleston, Craig, Hick, Leibniz and Swinburne. If candidates refer to Aquinas they may examine one or more of his accounts of this argument. <p style="text-align: right;">(21)</p>
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the cosmological argument.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • the strength of evidence used in this argument • the links between evidence and the conclusion of the argument.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the various types of evidence used in this argument • the rational process within the argument • some details of the conclusion.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the strengths of key assumptions • the merits of the empirical reasoning in this argument • the validity of reasoning at key stages in the argument • scholarly contributions.

Question Number		Indicative content
1 (b)	(ii)	Candidates may consider one or more scholarly critiques of the cosmological argument. They may accept the claim in the question or argue against it. (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two weaknesses of the argument.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • some problems linked to the interpretation of evidence • queries associated with the conclusion of the argument.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • different explanations given to the empirical reasoning • potential flaws in the reasoning within the argument • debates about the meaning of some key concepts.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that: <ul style="list-style-type: none"> • there are significant problems associated with the argument that weaken it • alternative interpretations of the evidence weaken the argument • the internal logic is open to alternative interpretations • scholarly opinion supports the claim in the question.

Question Number		Indicative content
2 (a)	(i)	If candidates examine more than two solutions read all and credit the best two. If candidates examine just one solution they cannot normally proceed to level 3. Candidates may refer to two of the following such as Augustine, Irenaeus, Process and various religious traditions such as Islam. <p style="text-align: right;">(21)</p>
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of solutions to the problem of suffering.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • an outline of one solution • important features of a second with simple ideas about its purposes.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • a solution that aims to resolve issues such as punishment • a solution that focuses on the purposes of 'soul-making' • some fundamental ideas about purposes.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • key concepts of the problem of suffering with a focus on the requirement of solutions • distinctive concepts of two solutions • important ideas about purposes including their explanatory power and a justification of relevant types of theology • scholarly contributions.

Question Number		Indicative content
2 (a)	(ii)	If candidates debate more than two solutions read all and credit the best two. If candidates discuss just one solution they cannot normally proceed to level 3. (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two weaknesses of the selected solutions.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • key ideas of some criticisms against a solution • important ideas of problems with a second solution.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • classic critiques of a solution with possible refinements • problems associated with a second solution • implications of these problems.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate the: <ul style="list-style-type: none"> • strengths and weaknesses of the selected solutions • significance of the weaknesses in terms of the limited effectiveness of the solutions • implications of unresolved obstacles to religious belief • impact of scholarly contributions.

Question Number		Indicative content
2 (b)	(i)	The selected definition is from Hume although it is not essential to name the source. (21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two weaknesses of belief in miracles.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • basic ideas associated with miracles • one or two key terms.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • ideas about 'law of nature' and its transgression • notions about 'acts of God' • key ideas associated with 'interposition of an invisible agent'.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • prominent features of definitions of miracles • distinctive aspects of the selected definition • implications arising from the definition such as conflicts between proof and probability • scholarly contributions.

Question Number		Indicative content
2 (b)	(ii)	Candidates may support the claim in the question or argue for an alternative explanation. (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two strong features about miracles.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • evidence to support miracles • reasons to find miracles trustworthy.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • empirical grounds to accept miracles • the role of cumulative arguments in this context • links between attributes of God and performance of miracles.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • some strengths and weaknesses of belief in miracles • problems of alternative explanations • implications of acceptance of miracles • scholarly opinion.

Ethics

Question Number		Indicative content
3 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level candidates are likely to draw on a limited range of material:</p> <ul style="list-style-type: none"> it is unlikely they will have any clear understanding of the wider context of Situation Ethics and may depend on a simple statement of one or two key features
Level 2	6-10	<p>At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel:</p> <ul style="list-style-type: none"> they may explain the application of <i>agape</i> and/or the rejection of absolute rules. Candidates may make a brief observation about the historical background to the theory.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> candidates may offer a wider range of features of Situation Ethics without dealing with them in depth some deeper consideration of the background to and influences on the theory may emerge at this level they may consider Fletcher's working principles and presuppositions.
Level 4	16-21	<p>At this level candidates are likely to be able to identify a significant range of features of Situation Ethics, or to explore a narrower range at some depth:</p> <ul style="list-style-type: none"> candidates are likely to display more detailed knowledge and understanding of the theory within its social, cultural and religious context the work of Joseph Fletcher is likely to be discussed in more detail, including his own personal case studies candidates may consider the contribution of J A T Robinson to Situation Ethics in the UK candidates are likely to avoid isolated or artificial case study material.

Question Number		Indicative content
3 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level it is likely that a weak understanding of the theory will prevent candidates from developing a sustained evaluation:</p> <ul style="list-style-type: none"> • a simple statement of one or more weaknesses of the theory are likely to be offered.
Level 2	3-4	<p>At this level candidates are likely to make basic references to weaknesses of the theory, with some consideration of whether it offers useful moral guidance:</p> <ul style="list-style-type: none"> • candidates may depend on simple case studies in an attempt to evaluate the theory • some reference to strengths may be made in an attempt to evaluate the claim.
Level 3	5-6	<p>At this level, candidates are likely to show some understanding of the weaknesses of the theory, with some reference to named scholars and to the problems of seeking guidance on moral decisions on relativist principles:</p> <ul style="list-style-type: none"> • candidates may make some reference to the objections raised by religious ethicists and the dangers posed by a rejection of rules • case studies may be used more anecdotally and references to named scholars may be sparse • some attempt at balancing strengths and weaknesses may be made in an attempt to draw a conclusion.
Level 4	7-9	<p>At this level it is likely that candidates will recognise the implication that Situation Ethics has not successfully established itself as a useful method for moral decision making and identify a range of reasons for this failure:</p> <ul style="list-style-type: none"> • they may include the failures of a relative theory to offer clear moral guidance, the difficulties of applying agape, the dangers of rejecting moral absolutes, and the challenges raised by contemporary critics for failure to promote traditional religious morality • at this level candidates are likely to recognise the need to evaluate the claim by reference to possible strengths and advantages of the theory and to reach a balanced conclusion • reference to named scholars is likely at this level • use of case studies is likely to be made critically, not anecdotally.

Question Number		Indicative content
3 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level, candidates are likely to draw on a limited range of material.</p> <ul style="list-style-type: none"> It is likely that they will offer simple statements about some key characteristics of the theory or a simple statement of one or more weaknesses.
Level 2	6-10	<p>At this level, candidates may find it hard to relate knowledge of the theory to reasons why it may be considered a failure.</p> <ul style="list-style-type: none"> Candidates may offer further features of the theory with corresponding weaknesses. They may make some use of the term 'failure' but in an arbitrary manner.
Level 3	11-15	<p>At this level, candidates may be reliant on identifying features of Utilitarianism before outlining relevant weaknesses, but will maintain a line of discussion which is more focussed in terms of the question.</p> <ul style="list-style-type: none"> They may develop their discussion of the features of the theory, showing a greater depth or breadth of knowledge. They are likely to make clear links with the notion of 'failure', giving precise examples, such as the problems of quantitative measurements of happiness or the place of justice. They may include some case study examples, whilst avoiding anecdote.
Level 4	16-21	<p>At this level candidates are likely to be able to identify features of Utilitarianism within the context of examining how far they may contribute to its failure.</p> <ul style="list-style-type: none"> They may make reference to the teleological nature of the theory, to issues of consequentialism and means to an end. Candidates are likely to display some knowledge and understanding of utilitarianism within its social context. Bentham and Mill are likely to feature prominently, but at this level candidates may also make reference exclusively or additionally to other forms of utilitarianism. <p>Examples are likely to be tightly related to the wording of the question and used with discretion</p>

Question Number		Indicative content
3 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may offer a simple statement in support of Utilitarianism.
Level 2	3-4	<p>At this level, candidates may struggle to do more than list strengths or to reach a balanced conclusion.</p> <ul style="list-style-type: none"> • Whether Utilitarianism is successful may be expressed in terms of the benefits to the majority or the widespread appeal of happiness. • At the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory and how well they support the theory.
Level 3	5-6	<p>At this level, candidates may rely on some factual detail but will still maintain a clear line of argument in terms of whether the theory is successful.</p> <ul style="list-style-type: none"> • Candidates may consider a wider range of advantages offered by Utilitarianism. • They may offer some argument in support of the theory. • They are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the theory.
Level 4	7-9	<p>Candidates are likely to offer a balanced discussion on which to base an argument.</p> <ul style="list-style-type: none"> • A range of strengths and some further weaknesses may be identified and used as the basis of a genuine attempt at evaluation • A reasoned and balanced argument which concludes in any valid direction. • Candidates are likely to make direct reference to the wording of the question. • At this level candidates are likely to avoid falling back on extensive case study material.

Question Number		Indicative content
4(a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level, candidates are likely to address a very limited range of ideas associated with Pacifism.</p> <ul style="list-style-type: none"> Some candidates may struggle to show an understanding of the position beyond a simple claim such as 'Turn the other cheek'.
Level 2	6-10	<p>Candidates at this level are likely to refer to a narrow range of ideas associated with Pacifism and why it may be persuasive.</p> <ul style="list-style-type: none"> They may focus, perhaps, on one approach, for example religious Pacifism. They may make some references to modern day approaches to Pacifism and/or to pacifist individuals or organisations.
Level 3	11-15	<p>Candidates at this level are likely to show a good understanding of a range of approaches to Pacifism and to draw out reasons for its persuasiveness.</p> <ul style="list-style-type: none"> Illustrative examples may be more fluent and the approach less formulaic. Candidates are likely to be less dependent on simple religious justifications for Pacifism. Examples are likely to be supported by simple arguments as to their persuasiveness.
Level 4	16-21	<p>At this level, candidates are likely to deal confidently with a range of issues associated with Pacifism and will have a broad perspective on their persuasiveness.</p> <ul style="list-style-type: none"> They may outline different motivations for Pacifism and examine them with reference to examples without falling into narrative or offering an overly historical or contemporary political account. Candidates are likely to demonstrate knowledge of religious <i>and</i> non religious principles regarding Pacifism. They may make reference to pacifist individuals or organisations without resorting to anecdote. Candidates are likely to avoid making use of their material on Just War unless it is directly relevant to their answer.

Question Number		Indicative content
4 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level candidates are likely to make a simple reference to why the Just War Theory may be considered strong.</p> <ul style="list-style-type: none"> • They may identify a problem of Pacifism or one or more key features of Just War.
Level 2	3-4	<p>Candidates at this level are likely to consider a limited range of arguments against Pacifism.</p> <ul style="list-style-type: none"> • They may suggest that there are sometimes good reasons to go to war. • It is likely they may offer a simple version of the Just War Theory.
Level 3	5-6	<p>At this level, candidates may consider both sides of the argument and appreciate the dimensions of the term 'realistic'.</p> <ul style="list-style-type: none"> • They may consider a wider range of views on both positions. • They may offer some specific religious or secular teaching which may support war in some cases. • They may consider 'realistic' in terms of a range of practical and ethical issues which arise from war.
Level 4	7-9	<p>At this level, candidates are likely to reach a balanced conclusion.</p> <ul style="list-style-type: none"> • They may raise issues of conscience and changing social attitudes to war. • Consideration may be given of the problems of misunderstanding or misapplying religious teaching. • They may suggest that the Just War Theory is not applicable in cases of modern warfare and therefore pacifism is more realistic. • They may suggest that, nevertheless, some wars can still be justified.

Question Number		Indicative content
4 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may present a simple case study or narrative description of a dilemma in sexual ethics.
Level 2	6-10	<p>At this level candidates are likely to identify one or more dilemmas in sexual ethics.</p> <ul style="list-style-type: none"> • Narrative and/or case study may still be evident. • Candidates may make some attempt at identifying the broader principles which constitute a dilemma – e.g. an issue for which there is no clear resolution.
Level 3	11-15	<p>At this level candidates will typically identify clearly defined dilemmas in sexual ethics.</p> <ul style="list-style-type: none"> • Use of narrative and/or case study is likely to be illustrative rather than anecdotal. • Candidates are likely to be able to comment on the various positions which may be offered regarding sexual ethics, identifying how they therefore lead to dilemmas. Some reference to scholarly principles and contributions may be made.
Level 4	16-21	<p>At this level, it is likely that candidates will clearly identify dilemmas in sexual ethics.</p> <ul style="list-style-type: none"> • At this level, candidates will typically avoid case study, and deal with issues in a scholarly manner. • They may consider the contribution of sacred texts and other religious authorities. • The role of conscience, faith and obedience to a religious way of life may be considered. • Specific problems of particular dilemmas in contemporary society may be clearly addressed.

Question Number		Indicative content
4 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates at this level will show little understanding of the implications of the question.</p> <ul style="list-style-type: none"> • They may offer a basic response to the issue of whether religious approaches offer any useful guidance.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer a simple view in support of or opposed to religious approaches to sexual ethics but offer undeveloped reasons for or against it. • Some case study material may be used to support their answer.
Level 3	5-6	<p>Candidates are likely to demonstrate an understanding of the implications of the question.</p> <ul style="list-style-type: none"> • They are likely to offer a balanced, though limited conclusion as to whether religious attitudes to sexual ethics are helpful in the modern world. • They are likely to identify reasons for and against the view they are helpful. • They may offer examples of attempts to make helpful use of religious principles, such as the Situationist approach of the 1960s.
Level 4	7-9	<p>At this level, candidates are likely to demonstrate a clear understanding of the implications of the question.</p> <ul style="list-style-type: none"> • They are likely to offer a balanced argument taking into account reasons for and against the view that religious attitudes to sexual ethics are helpful. • Candidates may offer a range of reasons in support of and opposed to the view, for example, that divine command ethics is absolutist and modern society approves a more relativist approach. • They may suggest that the range of issues in modern sexual ethics has gone beyond that which religious teaching can hope to address. • At this level candidates are likely to offer a mature evaluation of these issues.

Buddhism

Question Number		Indicative content
5 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two features of Indian religions.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of:</p> <ul style="list-style-type: none"> • a few Hindu beliefs but in a generalized form • important practices such as sacrifices.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • some prominent Hindu beliefs and practices • some religious movements • important themes such as asceticism.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine:</p> <ul style="list-style-type: none"> • perennial Hindu beliefs prior to the time of the Buddha • significant practices such as puja • significant aspects of movements such as Jainism, and ahimsa • scholarly opinion.

Question Number		Indicative content
5 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two aspects of the public ministry of the Buddha.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> • the view that basically the Buddha rejected these influences • evidence that the Buddha founded a new religion.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> • the varied ways in which the Buddha reacted to these influences • the ways some beliefs were absorbed • the reasons why some practices were adapted from this background.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> • the different ways in which the Buddha adapted these religious influences • the reasons why there were greater emphases on some features rather than others such as the importance of meditation • the characteristic features of this adaption to the Buddha's way such as the organization of the Sangha • the view that the Buddha's contributions changed the former influences beyond recognition.

Question Number		Indicative content
5 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1 Candidates cannot normally proceed to level 3 if they examine one theme only. If they examine more than two themes read all the material and credit the best two.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the life of the Buddha.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • one of the selected themes in a narrative manner • a second theme in a simple manner.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • an account of one of the themes showing an ability to select key features • a second theme with a clear understanding of its importance • these themes with an ability to manage key details compared to peripheral features.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the relevant context to the selected two themes • the significance of these themes for an understanding of the life of the Buddha • key terms and concepts associated with these themes showing why they were important in the life of the Buddha • scholarly opinion.

Question Number		Indicative content
5 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> one or two aspects of the importance of the Buddha to Buddhists.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> ideas about the importance of the Buddha to Buddhists the significance of themes such as meditation.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> a range of beliefs about the Buddha the importance of themes associated with the Buddha a basic view about why the life of the Buddha may be of little significance to Buddhists.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> differing views about Buddha imagery within Buddhism the views about the status of Shakyamuni some implications for Buddhology in the light of these views why one stance is more justifiable than another, such as the role of the Buddha in Theravada Buddhism.

Question Number		Indicative content
6 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two features of the refuges.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of:</p> <ul style="list-style-type: none"> • the importance of the recitation of the three refuges • a simple account of some of the refuges.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • the role of the Buddha in this context • the dharma as guidance • the sangha as the living community.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine:</p> <ul style="list-style-type: none"> • different interpretations of refuge • the meaning of 'taking refuge' in the context of Buddhist belief and practice • the meaning of refuge in terms of identification with the community • scholarly opinion. •

Question Number		Indicative content
6 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two views about the importance of a refuge such as the Buddha as a refuge.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> • the idea that Buddhists rely on the Buddha • the view that the laity follow the guidance of the sangha.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> • why the charge of escapism may apply • the evidence to reject this interpretation • the implications for Buddhist practice.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> • reasons why Buddhists may rely on these refuges • the stress within Buddhist teachings of self effort and meditation • the ideas of the Middle Way and the Eighth-fold Path as an alternative to views about escapism • different views about the status of these refuges across Buddhist schools.

Question Number		Indicative content
6 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two descriptive features of meditation.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • important aspects of one type of meditation • a second type of meditation.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • important features of calming the mind • the importance of environment and posture and reasons for these factors • some beliefs associated with meditation.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine:</p> <ul style="list-style-type: none"> • the context of meditation in the Eight-fold Path • the importance of links with wisdom and morality • the range of different types of meditation • scholarly opinion.

Question Number		Indicative content
6 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two aspects of the practice of meditation.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> • beliefs about suffering in Buddhism • ideas about meditation and release from suffering.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> • the importance of control of the mind and the reasons for this • the role of meditation in gaining wisdom • the notion that mind control influences moral behaviour.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> • a range of beliefs associated with different types of meditation • the influence of beliefs about enlightenment and the significant role of meditation • insight (vipassana) meditation as the significant means of understanding the four noble truths • alternative views about the significance of meditation.

Christianity

Question Number		Indicative content
7(a)	(i)	(21)
Indicative content - They do not have to deal with more than one Reformer		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account of: <ul style="list-style-type: none"> • The person and work of Jesus.
Level 2	6-10	Candidates may identify some key ideas about : <ul style="list-style-type: none"> • Some early people like Athanasius or Arius • Some Councils such as Nicea.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different teachings in a systematic way. They may: <ul style="list-style-type: none"> • Include a detailed understanding of the controversies that led to the formulations of doctrine • Show awareness of differences within groupings of the Church • Show awareness of the resolutions of Councils.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • A detailed analysis of argument from both sides, with possible mention of homoousios and homoiousios • An understanding of the various problems surrounding the person of Jesus • A coherent understanding of the controversy • They may refer to modern Church teaching about the issue.

Question Number		Indicative content
7(a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • About the resolution of the issue by Councils.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • About the importance of who Jesus is but in a simple manner • About his significance today.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> • Weigh up differing views about the person and work of Jesus • Debate whether the work is more significant than the person • Achieve this by considering alternative stances.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • an analysis of the effect of the councils' resolutions being felt today.

Question Number	Indicative content	
7 (b)	(i)	
Indicative content - using the Early Church period		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account of: <ul style="list-style-type: none"> • The person and work of Jesus without linking this specifically to a historical context.
Level 2	6-10	Candidates may identify some key ideas about: <ul style="list-style-type: none"> • The background details for a context such as Nazi Germany or the Southern states of the USA Those such as Bonhoeffer or Cone who wrote in these contexts.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different practices in a more systematic way and may: <ul style="list-style-type: none"> • Develop a clear link between contexts and the people whose contribution they are evaluating • Make detailed reference to Bonhoeffer, Cone et al.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • The fact that Cone thought believers needed to become black ontologically <ul style="list-style-type: none"> • The importance of grace in Bonhoeffer's teaching • How their work has been developed.

Question Number		Indicative content
7 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument and may: <ul style="list-style-type: none"> • Offer simple comment on the relation between these ideas and Christian practice today.
Level 2	3-4	Candidates may clarify a basic argument and may: <ul style="list-style-type: none"> • Raise some of the difficulties inherent in Gutierrez or Cone or Bonhoeffer • Suggest they are universally applicable today.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> • Discuss a context of the significance for today. • Include a range of implications • Deal in depth with a particular significance • Present a detailed understanding of Gutierrez et al.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • Referring to subsequent development and with reference to scholarly opinion • Reaching a justifiable conclusion.

Question Number		Indicative content
8(a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • Of what is meant by the term personal.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • Such as a consideration of what it means for God to be personal and how humans can be in relationship with him • They may refer to the work of Buber in a simple way.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different practices in a more systematic way: <ul style="list-style-type: none"> • May be aware of different understandings • They may offer a clear understanding of the problems of the word person in regard to God • address Buber's I-thou and I- It.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • A detailed analysis of the issues of relationship development with reference to scholarly opinion such as of the unchanging nature of God (immutability) • Buber's requirement of love to change • modern Church teaching.

		Indicative content
8 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • About the love of God.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • About the problem of whether the unchangeable can change.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may deal with : <ul style="list-style-type: none"> • The vulnerability of love • Patripassianism • The cry of dereliction from the cross • Philosophical problems raised by such as Plato or Anselm.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> ▪ An analysis of the problem of the love of God in Christ and his suffering on the cross ▪ Effective use of scholarly debate and reference to Luther, Moltmann and The Crucified God ▪ Dealing with problems of Patripassianism and relating it to a Monarchical view of the Trinity with its attendant difficulties • Reaching a justifiable conclusion.

Question Number		Indicative content
8(b)	(i)	
Indicative content - If they may deal with one only of beliefs and practice they would not normally proceed beyond level 2		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account of : <ul style="list-style-type: none"> • some of the different forms of the Eucharist in different Churches including frequency of celebration.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • About whether this is viewed as a sacrament or as a memorial • About who is able to act on behalf of the people.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different practices in a more systematic way: <ul style="list-style-type: none"> • May include a detailed commentary on the difference between viewing the Eucharist as a sacrament and as a memorial • May be aware of differences within denominations as well as between them.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • A detailed analysis of the differences. • An understanding of offering of sacrifice and the role of the priest • The use of the term anamnesis • modern Church teaching e.g. Schillebeeckx or Rahner.

Question Number		Indicative content
8 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • About the meaning of the Eucharist for different Churches.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • About the meaning of some practice for different Churches in a simple manner.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> • Weigh up the respect accorded to the elements of the Eucharist in relation to what is believed about them • Debate whether differences of belief always tally with denominational lines • Achieve this by presenting alternative stances.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • An analysis of the different ways practice reflects belief. • Effective use of scholarly debate on whether the sacraments are declaratory or efficacious • Discussion of the use of the reserved sacrament for the sick, adoration and viaticum • Reaching a justifiable conclusion.

Hinduism

Question Number		Indicative content
9 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two features of this early culture.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of:</p> <ul style="list-style-type: none"> • features that focus on various deities • investigations that examine a type of animism at this stage.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • demographic studies of population movements • archaeological techniques • investigations that examine racial groups and social hierarchies.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine:</p> <ul style="list-style-type: none"> • differences of approach and interpretations among archaeologists • attempts to decode symbols and language • reasons for skepticism concerning knowledge of this period • scholarly opinion.

Question Number		Indicative content
9 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two important features of early Hinduism.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • some ideas about social order • views about sacrifices.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the importance of ritual and subsequent forms of Hindu practice • the possible importance of selected deities • notions of dharma and correct orderliness.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the overall context of this period and its significance for the development of Hinduism • the intertwining of a range of beliefs and practices and the subsequent impact of this approach • the role of selected deities and their subsequent significance • alternative views about the limited significance of this period on later Hinduism.

Question Number		Indicative content
9 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1 If candidates examine fewer than four features they cannot normally proceed beyond level 3. If they examine more than four, read all the material and credit the best four.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the Vedic period.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: Candidates cannot normally proceed beyond level 2 if they examine one theme only. If they examine more than two themes read all the material and credit the best two. <ul style="list-style-type: none"> • a few important features of the Vedic period • specific deities such as Vishnu and Rudra.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • Vedic ideas about the natural world • notions about sacrifices to the gods • some Vedic practices.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • Vedic ideas about human existence and destiny • beliefs about the key characteristics of selected deities • beliefs about the links between order in nature and moral order • scholarly opinion.

Question Number		Indicative content
9 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2 If candidates comment on just one feature they cannot normally proceed to level 3. If they comment on more than two read all the material and credit the best two. The following refer to various features but normally candidates may focus on two of their selection in part (i).
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features thought to be important by the candidate.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • basic ideas about caste • notions that some deities are more influential than others.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the status of rituals and the role of Brahmins • the significance of selected scriptures • the importance of beliefs about karma.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the pervasive influence of shruti • the significance of key Hindi deities • fundamental Hindu notions of atman and samsara • alternative stances whereby it is argued that Vedic beliefs and practices are of limited significance in the developments within Hinduism.

Question Number		Indicative content
10 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of yoga.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • the relationship between some types of yoga and physical well-being • links between yoga and conduct.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • beliefs about yoga and karma • beliefs about yoga and devotion • beliefs about yoga and liberation.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • a range of ideas associated with yoga and hence a diversity of beliefs linked to yoga • possible links between yoga and selected ideas about the gods • implications for beliefs about liberation linked to yoga • scholarly opinion.

Question Number		Indicative content
10 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of yogic practices.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • ideas about physical control • notions about correct mental development and its bearing on moral development.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the role of meditation in Hinduism • the relationship between Hindu practice and morality • the links between Hindu practice and detachment from the senses.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the relationship between yoga and dharma and the impact of dharma on Hindu practices • the interrelationships between mental and physical control underpinning some Hindu practices • the significance of yoga on the distinction between prakriti and purusha and hence on Hindu practices • alternative stances in which the system of yoga is of little relevance and hence not significant for Hindu practice.

Question Number		Indicative content
10 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
		If candidates examine only one of these figures they normally cannot proceed to level 3.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of Krishna.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • some stories about Krishna • a simple understanding of Sakti.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • some basic features of Krishna • some important themes associated with Sakti • some important teachings associated with one of these such as the significance of bhakti.
	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • key ideas associated with avatar traditions • significant aspects of the figure of Krishna • the significance of the context of Sakti and Shiva • scholarly opinion.

Question Number		Indicative content
10(b)	(ii)	The precise details depend on the choice of the candidate. (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two teachings associated with the selected exemplar.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • ideas about beliefs about gods and the relationship with the selected exemplar • key themes associated with the selected exemplar such as bhakti.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the links between the selected exemplar and particular scriptures • the relationship between the exemplar and dharma • the significance of the exemplar and Hindu beliefs about human relationships.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the range and diversity of beliefs such as abstract power or the personification of Sakti • the significance of selected beliefs within particular schools/traditions • links with other deities and avatars • the tenuous and complex links concerning the implications arising from the exemplar and various moral and social issues.

Islam

Question Number		Indicative content
11 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two generalized features of pre-Islamic Arabia.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • sacred places and deities • some religious groups such as Christian-type movements.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key ideas associated with animism • various beliefs such as jinns • traditions such as Zoroastrianism.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • ideas about prophets and hanifs • notions of polytheism and types of monotheism • sacred times and places • scholarly opinion.

Question Number		Indicative content
11 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two Muslim practices.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • the status given to Muhammad as prophet • ideas about the one God Allah.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • beliefs about revelation • the significance of sacred places such as the Ka'ba • distinctive moral codes associated with the teachings of Muhammad
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the distinctive focus on monotheism and how this underpins Muslim belief and practice • the intrinsic relationship between belief and practices • the transformation between tribal religions and the beginnings of the ummah • alternative approaches in which some pre-Islamic customs survived

Question Number		Indicative content
11 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the life of Muhammad.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • preaching against idolatry • preaching against immoral practices.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the status of revelations to the prophet • the importance given to beliefs about Allah • beliefs about life after death and punishment and rewards.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • social and religious aspects to the Prophet's teaching • the relationship between Muhammad the Prophet and Muhammad as statesman • the important role of prayer and submission as evidenced in Muhammad the Prophet • scholarly opinion.

Question Number		Indicative content
11 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two important aspects of Muhammad's life.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • ideas about the distinctive links with Gabriel • characteristic emphases across various Surahs.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the significance of the Qur'an as the message of the Prophet • the distinctive emphasis on tawhid • the range of teachings including details about life after death.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the impact of the distinctive fusion between prophet and statesman and theocracy • the distinctive attributes of the one God • the distinctive significance of Muhammad as the final Prophet • the complexity of what may be regarded as distinctive and what is culturally conditioned.

Question Number		Indicative content
12 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of some of the Five pillars.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • beliefs about Allah from the Shahadah • beliefs about Muhammad from the Shahadah.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key ideas about submission • evidence of submission in salat • notions of submission in the hajj.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • interpretations about the meaning of 'islam' • ideas about submission in Islamic belief • notions of submission in Islamic practice • scholarly opinion.

Question Number		Indicative content
12 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two accounts of Islamic practice.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • examples of passive submission in Islamic practice • positive aspects of one or two of the Five pillars.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the essential nature of Islam as seen in the shahadah • various dimensions of salat • various interpretations of the hajj.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the evidence and reasons why it may be claimed that submission indicates the passive and negative nature of Islam • the evidence and reasons to criticise the claim • case studies such as whether this claim is gender specific and arguments for and against • the justification or otherwise of the claim in the question.

Question Number		Indicative content
12 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two ideas about Allah.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • a simple view of monotheism • Allah as creator.
Level 3	11-15	Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • basic ideas associated with tawhid • the belief of Allah's control of existence.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the differences between tawhid and pre-Islamic versions of Judaism and Christianity • reasons why representations of Allah are forbidden and shirk • key attributes of Allah as ruler, judge and the compassionate one • scholarly opinion.

Question Number		Indicative content
12 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of Islamic practice.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • key ideas about shahadah • basic ideas about salat.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the implications of shahadah for the remaining pillars • the significance of tawhid on Islamic practice • the implications of Allah as Preserver for moral and social behaviour.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the significance of beliefs about Allah across the Five pillars • the importance of tawhid across some of the Six beliefs such as the last days and consequently on moral behaviour • diversity of Muslim practices across selected traditions which may be related to beliefs about Allah • the distinctiveness of Islamic monotheism and distinctive life-styles.

Judaism

Question Number		Indicative content
13 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two general ideas about this period.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may present: <ul style="list-style-type: none"> • some material on one or two Rabbis • a simple account of Rabbinic thought.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the importance of the Torah • the key features of the Talmud • the importance of commentaries.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the significance of the context of the diaspora on Rabbinic thought • types of literature associated with this period • significant emphases in Rabbinic thought • scholarly contributions.

Question Number		Indicative content
13 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two biographical features of Rashi.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • a basic account of Rashi's life • a simple account of his work.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • Rashi's emphasis on the Tenakh • Rashi's use of Targums as an attempt to make the scriptures accessible to Jews • the significance of his commentaries on the Babylonian Talmud.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the significance of Rashi and his school in the context of Rabbinic Judaism • an understanding of Rabbinic Judaism via a range of sources • ideas about Rabbinic Judaism as distinct from philosophical emphases • notions of Rabbinic Judaism without emphasis on mysticism or moralistic emphases.

Question Number		Indicative content
13 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of Maimonides' life.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may present: <ul style="list-style-type: none"> • a simple account of Maimonides' belief in God • a basic account of prophecy.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • Maimonides and belief in the Creator • Maimonides and his teaching on humanity and morals • ideas about the problem of evil.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • beliefs related to religious background such as Islam and Gnosticism • the emphases on key beliefs about God • the teaching of God's complex relationship with humankind • scholarly contributions.

Question Number		Indicative content
13 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two basic ideas about Maimonides.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • views about the importance of his works • the importance of his teachings about God.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • his range of literary works • Maimonides' attempt to make Judaism intelligible to worshippers • the fundamental significance of the Torah for Jewish belief.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • Maimonides' contribution to interfaith relationships • his views about the relationship between Jewish thought and philosophy • the significance of his classifications of Talmudic works • the significance of the 13 Principles and on-going debates across different Jewish traditions. •

Question Number	Indicative content	
14 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1 If candidates examine only one of the topics they cannot normally proceed to level 3. If they examine more than two read all the material and credit the best two.
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two general aspects of Orthodoxy.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may present: <ul style="list-style-type: none"> • a simple account of one of the topics • a basic attempt at a second topic.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • some key teachings of the selected topics • a few important features of the topics • distinctive Orthodox approaches to these topics.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • various Orthodox teachings/approaches to the selected topics • views on the ways divinely inspired sources influence the topics • the influence of key thinkers/rabbis on the selected topics • scholarly contributions.

Question Number		Indicative content
14 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of Orthodox views.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • an example of Reform approaches to one of the topics • a view that focuses on Orthodox interpretations of the selected topics.
Level 3	5-6	Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • Reform views about the selected topics • Orthodox responses to these alternative interpretations.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the significance of challenges against the selected topics from various fronts including, but not limited to, Reform Judaism • Orthodox responses drawing on distinctive traditions and practices • significant developments in relation to the selected topics • the claim that the Orthodox stance is the authentic voice of Judaism.

Question Number		Indicative content
14 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> • one or two features of Reform Judaism.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the question. Candidates may present: <ul style="list-style-type: none"> • a simple account of the beginnings of Reform • a basic overview of characteristic features of Reform.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key features of Orthodoxy prior to the emergence of Reform • the importance of one or two key rabbis during the early stages of Reform • important themes arising from these early stages.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the enlightenment context • the social and political condition of Jews at this time • early changes to worship by Jewish communities later developed by some rabbis and the reasons for these changes • scholarly contributions.

Leve	Mark	AO2
I		If candidates comment on only one criticism they cannot normally proceed to level 3.
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two general features of Reform Judaism.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may present: <ul style="list-style-type: none"> • an account of basic criticisms made against Reform • Reform approaches to these views.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question

		<p>setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> • the authority of the Bible in these issues • the importance of historical Judaism and Reform responses to these views • the development of Reform teachings and practices over time.
4	7-9	Levels Descriptor
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> • the context of the emergence of Reform and early Orthodox responses to this movement • some principles that underpin Orthodox criticisms • reasons for Reform developments • evidence that some early Reformers such as Geiger did not want a separate movement.

Sikhism

Question Number		Indicative content
15 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • some shared ideas such as monotheism and the Islamic notion of tawhid.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of background ideas and practices. Candidates may give an account of:</p> <ul style="list-style-type: none"> • the use of music in some forms of Sufism • the institution of langar in some forms of Sufism.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure about background factors. Candidates may examine:</p> <ul style="list-style-type: none"> • the visit to Tibet • the visit to Baghdad and Makkah • rejection of the practice of purdah.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on the context in which the Guru lived. Candidates may examine:</p> <ul style="list-style-type: none"> • the idea of divine law, hukam • the collection of the writings of Baba Farid by Guru Nanak • rejection of asceticism • evidence of meeting with the Ai Panth in the writing of Guru Nanak.

Question Number		Indicative content
15 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present the fact that:</p> <ul style="list-style-type: none"> • the created the first Sikh community at Kartarpur.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence, making a limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • his importance in writing hymns used in daily prayer • his introduction of features such as the langar.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the significance of Guru Nanak. Candidates may highlight:</p> <ul style="list-style-type: none"> • his role as the founder of the religion and contrast this with • the importance of Guru Gobind Singh in founding and joining the khalsa • differences between khalsa and non-khalsa and begin to discuss which one is the 'Sikh way of life'.
Level 4	7-9	<p>Candidates are likely to display explicit evidence focused on the importance of Guru Nanak. Candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • Guru Nanak began the collection of hymns that is the Guru Granth Sahib • practices such as the langar, the example of the lifestyle in Kartarpur and of his involvement in politics are the basis of Sikh ideology and practice • scholars such as Mcleod have demonstrated that the militarisation of Sikhism that culminates in the khalsa occurs following Guru Nanak, and contrast this view with • scholars associated with the Institute of Sikh Studies who have focused on a rebuttal of Mcleod and argue that he has failed to understand the continuity of the miri-piri ideology established by Guru Nanak.

Question Number		Indicative content
15 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • how Bhai Gurdas scribed manuscripts collected by Guru Arjun.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the process of compilation. Candidates may give an account of:</p> <ul style="list-style-type: none"> • the chain of transmission of texts from one Guru to the next • the declaration of Granth as Guru.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • the issue of variant texts • the importance of other scriptural sources, such as the writings of Bhai Gurdas • the role of the Guru Granth Sahib as a book of devotional hymns.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on the idea of the 'Guru'. Candidates may examine:</p> <ul style="list-style-type: none"> • scholarly debate about the role of the Dasam Granth • the role of the Sikh Rehit Maryada as a manual of daily practice • different accounts of the process of compilation • the treatment of the Guru Granth Sahib in Sikh practice.

Question Number		Indicative content
15 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may argue that:</p> <ul style="list-style-type: none"> • bowing before the Granth is similar to bowing before an idol.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> • the role of the Guru Granth Sahib as the source of Sikh thought with • the role of an idol as representing the Divine.
Level 3	5-6	<p>Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language. Candidates may examine:</p> <ul style="list-style-type: none"> • the idea of 'personhood' applied to idols and to the Guru Granth Sahib • different ideas of darshan of an idol and the Guru • the role of idols and the Guru Granth Sahib in processions.
Level 4	7-9	<p>Candidates are likely to display explicit argument. Candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may examine:</p> <ul style="list-style-type: none"> • criticism of idol worship in the Guru Granth Sahib • rules for the treatment of the Guru Granth Sahib in the Sikh Rehit Maryada • how the Guru Granth Sahib is treated in different countries today • different views about the nature of the Granth as Guru.

Question Number		Indicative content
16 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. They may describe: <ul style="list-style-type: none"> the practice of nam simran.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the importance of nam simran and devotion in the everyday life of Sikhs. Candidates may give an account of: <ul style="list-style-type: none"> the idea of nam simran in the Guru Granth Sahib the idea of devotion in the Guru Granth Sahib.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure across the scope of the question. Candidates may examine: <ul style="list-style-type: none"> the recitation of mantras the nit nem communal devotion such as the the akhand path.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on ways in which nam simran and devotion may be seen as significant in the everyday life of Sikhs. Candidates may examine: <ul style="list-style-type: none"> the interpretation of nam simran as awareness of the Divine the interpretation of nam simran as use of mantras the interpretation of devotion as listening and singing hymns the interpretation of devotion as understanding hymns and applying the teachings.

Question Number		Indicative content
16 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a basic argument for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view such as:</p> <ul style="list-style-type: none"> • those who seek God will find Him.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> • the importance of devotion in serving God with • the importance of joining the congregation to enjoy darshan of the Guru Granth Sahib.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to argue that the Sikh way of life embraces more than devotion to God. Candidates may consider:</p> <ul style="list-style-type: none"> • the role of cultivating virtue • the usefulness of the Guru in providing right understanding • the importance of a householder's life involving honest work and sharing.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on an appraisal of the importance of devotion in the achievement of mukti. Candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • mukti depends on the will of God • there are other methods of gaining spiritual merit such as sewa • devotion requires a purified and repentant heart so meditation is also important • devotion is a trigger for grace.

Question Number		Indicative content
16 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> • it sets out the nit nem.
Level 2	6-10	Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> • it explains the corporate life of a Sikh • it explains how a Sikh should lead their individual life.
Level 3	11-15	Candidates may provide a range of accurate and relevant knowledge, highlighting some main ideas and using some technical terms focusing on the demands of the question. Candidates may examine: <ul style="list-style-type: none"> • the rules that govern the conduct of a knight of the khalsa • the order of service in a gurdwara • common procedures for acts of worship such as the akhand path
Level 4	16-21	Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> • personal obligations, such as working • communal obligations, such as serving in the langar • national obligations, such as the need to learn the language • procedures for governing the Khalsa commonwealth, such as local dispute resolution.

Question Number		Indicative content
16 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may argue that:</p> <ul style="list-style-type: none"> • a real Sikh is defined by the Guru Granth Sahib and does not need to join the khalsa.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> • the virtues expected of a Sikh • common vices found in knights of the khalsa.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view that real Sikhs join the khalsa. Candidates may argue that:</p> <ul style="list-style-type: none"> • real Sikhs would emulate the practice of Guru Gobind Singh and join the khalsa • Sikh saints are invariably members of the khalsa • there are Sikhs who behave badly in the khalsa
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the idea of a 'real Sikh'. They are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • there are members of the khalsa who do not perform actions prescribed by the Guru Granth Sahib • What makes someone a real Sikh is their intention and commitment and that is expressed by joining the khalsa • there are members of the khalsa who perform actions that are proscribed by the Guru Granth Sahib • the khalsa form is integral to Sikh identity and so all real Sikhs have it.

New Testament

If candidates only attempt a partial answer, they would not normally proceed beyond level 2.

Question Number		Indicative content
17 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings, for example, Jesus' encounter with Zacchaeus, whilst for the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to show a basic awareness of issues such as the nature of social exclusion at that time, illustrated by a simple reference to a parable or block of teaching; for the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus's ministry, but they are likely still to rely on re-telling the textual narrative.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed for attitudes in Jewish society at the time and how Jesus addressed them using parables and blocks of teaching in a more developed manner; candidates may make reference to the Parable of the Good Samaritan or Jesus' anointing by a 'sinful' woman; for the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates may refer to a wider range of episodes, such as Jesus' association with tax collectors, and healing of lepers; they may consider wider issues of spiritual purity and impurity; for the Fourth Gospel, they may consider the relationship of the sayings to others in the gospel; they may consider how they relate to wider issues such as discipleship and trust in Jesus.

Question Number		Indicative content
17 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to offer confessional teaching, but it will typically lack depth and useful comment, whilst for the Fourth Gospel, candidates may discuss the context of the sayings with little or no reference to background or the views of scholars.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider themselves superior because of their religious or social status; for the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication that he has come to replace Judaism and its promises.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to the Jewish religious authorities regarding their attitude to outcasts; for the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy, criticism of the authorities, use of the Old Testament and replacement theology; for both gospels, candidates may consider how Jesus' hearers reacted to these teachings/sayings.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> views of scholars are likely to be used with confidence; candidates may highlight how Jesus fulfils scripture and prophecy; they may consider how the early church responded to these teachings/sayings; they may consider the relevance of these teachings/sayings for modern Christians.

Question Number		Indicative content
17 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> • candidates for both Luke and the Fourth Gospel are likely to rely on a re-telling of the narrative although they may show a basic understanding of the reasons for Jesus performing miracles.
Level 2	6-10	<p>At this level candidates may typically show a simple awareness of the significance of the miracles and their place in the relevant gospel:</p> <ul style="list-style-type: none"> • they may tackle only one incident, or simply retell the story, but with a little more detailed understanding; • some evidence of an awareness of the background issues and context is likely at this level.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to display accurate knowledge and understanding of the miracles within their context in the gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event; • the underlying messages of the incidents are likely to be examined, for example, the significance of faith in Jesus in Luke, or the acceptance of Jesus and awareness of his identity for the Fourth Gospel; • some scholarly views may be applied.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus; • for the Fourth Gospel, candidates are likely to understand the role the signs play in revealing who Jesus is; • for Luke, candidates are likely to identify the relationship between these miracles and themes of outcasts and discipleship; • use of scholarship and an awareness of the whole gospel will be typical.

Question Number		Indicative content
17(b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether or why they add little or much to his ministry.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may typically display a basic evaluation of these miracles, but they are likely still to have failed to draw out the full implications of their role in Jesus' ministry; • they may make reference to other miracles/signs in the appropriate gospel.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may typically show a greater awareness of the role of miracles in Jesus' ministry, perhaps by reference to their Christological nature; • they may increasingly draw on material from elsewhere in the gospel and some evaluation of the claim is likely to be evident; • some suggestions may be made as to how far Jesus' miracles distinguished him from other Jewish charismatics, such as Honi the Circle Drawer.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer some clear assessment of the role of miracles and their significance in his ministry overall; • they may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles are used in conflict scenes in the gospels; • use of scholars and background knowledge is likely to be confident • balanced evaluation of the claim is likely to be evident.

Question Number		Indicative content
18(a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to re-tell the narratives relating to the incidents, for example, for Luke, a basic account of a Sabbath healing miracle or for the Fourth Gospel, some basic reference to details of these encounters. Errors or confusions in the narrative re-telling may be evident.
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> • a basic awareness of the significance of the textual narrative may emerge possibly including some awareness of how this teaching/these conversations fit into the context of Judaism at the time; • for the Fourth Gospel, candidates may tackle one conversation only, or fail to grasp the meaning of both. Some inaccuracies may be evident.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> • for Luke, candidates should typically refer to textual narrative and examples of teaching on prayer and praise or Sabbath incidents without relying on re-telling; • the views of scholars are likely to be evident at this level; • for the Fourth Gospel, candidates are likely to show accurate knowledge and understanding of both episodes and to put them in the context of Jesus' wider dealings with women in the gospel.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> • for Luke, candidates are likely to highlight important teachings and examples, and to extract something of their implications for Jesus' ministry; • they are likely to be able to build on the evidence of the whole gospel; • for the Fourth Gospel, candidates are likely to show a clear and full understanding of both episodes in the context of the whole gospel and to deal with important issues which arise from them; • some accurate knowledge of the status of women at this time is likely to distinguish candidates at this level.

Question Number		Indicative content
18 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer a simple discussion of the importance of the teaching of prayer and praise or the Sabbath or the role of women but without a clear understanding of its context in the teaching of Jesus. They may rely on unsubstantiated generalisations.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • for Luke, candidates are likely to evaluate basic teaching and make some reference to the views of Judaism; • for the Fourth Gospel, candidates are likely to attempt a basic evaluation of women's roles in Judaism, but may still make some errors and generalisations.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> • it is likely that candidates will begin to draw out the significance of 'important'; • for Luke, candidates are likely to make some evaluation of Jesus' teaching compared with that of Judaism, highlighting some similarities and differences; • for the Fourth Gospel, they are likely to offer a range of viewpoints, drawing on the evidence of the gospel as well as the two named incidents.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to include an extended evaluation of Jesus' teaching or the conversations, without re-telling of narrative, repetition of material from (i) or generalisation; • some fuller understanding of OT background and Jewish context is likely to be evident; • scholarly views are likely to emerge; • candidates are likely to give a balanced response to the question, suggesting how far they consider these teachings/episodes 'important' in relation to the gospel as a whole, to Jesus' hearers, the early church, or Christians today.

Question Number		Indicative content
18 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to rely on a simple re-telling of one or more basic teachings concerning discipleship or the role of the disciples in the gospels.
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to show a greater awareness of issues such as following Jesus, commitment and the dangers of discipleship; • they may just tackle one issue, but at greater depth, though some may still rely on re-telling the narrative.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to provide some specific examples of teaching, such as calling narratives, warnings about persecution, and the disciples' mission to the world; • for the Fourth Gospel, reference to the teaching of the Farewell Discourses may be evident; • some understanding of the relationship of this material to the whole gospel may be evident as well as the views of scholars.
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to highlight several issues relating to discipleship, drawing on teaching, parables and episodes; • examples of named disciples may be employed; • important issues such as witness, new life, the spirit and dependency on Jesus are likely to emerge; • there is likely to be little or no re-telling of the textual narrative.

Question Number		Indicative content
18 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> it is likely that candidates may make some simple narrative reference to the activities of the Twelve.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to show a greater awareness of the example of the Twelve as disciples and of their failures in this role; there may still be simple textual narrative and some misunderstanding of the overall importance of their role.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to show some understanding of the various roles of the Twelve, their successes and failures; some reference to scholars is likely to be present; candidates are likely to show some understanding of the importance of the word 'crucial' and relate it to relevant textual material.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to have a greater awareness of the special nature of the Twelve and the way the gospel writers handle the material concerning them; they will typically make a clear attempt to evaluate the relative importance of their role; some reference may be made to how far the Twelve represent future disciples; some candidates may consider whether it is wrong to think of the Twelve as a defining group.

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