

Mark Scheme (Results)

Summer 2013

GCE Religious Studies (6RS01)

Paper 1

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

June 2013

Publications Code US036758

All the material in this publication is copyright

© Pearson Education Ltd 2012

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 1: Foundations

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

### Assessing Quality of Written Communication

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

### Assessment Objective 1

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

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

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

	<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 of Religion

Question 1a (i)			
	(i)	Candidates may refer to one or more versions of the design argument and typically examine scholars such as Aquinas, Hume, Mill, Paley, Swinburne, and Tennant.	(21 )
Level	Mark	AO1	
1	1-5	<b>Levels Descriptor</b>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the design argument.</li> </ul>	
2	6-10	<b>Levels Descriptor</b>	
		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"> <li>• examples of design</li> <li>• the strength of evidence used in the argument.</li> </ul>	
3	11-15	<b>Levels Descriptor</b>	
		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"> <li>• the role of empirical reasoning used in this argument</li> <li>• the importance of analogy and its strengths in this argument</li> <li>• the robust reasoning in this argument.</li> </ul>	
4	16-21	<b>Levels Descriptor</b>	
		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"> <li>• the strengths of interpretations of evidence</li> <li>• the strengths of sound reasoning used in the argument</li> <li>• the ways the argument has been refined and adapted to strengthen its conclusion</li> <li>• scholarly contributions.</li> </ul>	



Question 1a (ii)			
	(ii)	Candidates may consider one or more scholarly critiques of the design argument. Candidates may agree with the claim in the question and others may disagree whilst paying sufficient attention to the thrust of the claim.	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two weaknesses of the argument.</li> </ul>
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"> <li>• a basic criticism made against the argument</li> <li>• ideas why the argument may be rejected.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the force of alternative interpretations of evidence</li> <li>• the impact of criticisms against the reasoning in the argument</li> <li>• the rejection of the conclusion.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the force of empirical arguments against the design argument</li> <li>• the substantial problems of the reasoning in the argument</li> <li>• the cumulative strengths of alternatives leading to a total failure of the argument</li> <li>• scholarly opinion selected with reference to the issue of the argument being a total failure.</li> </ul>

Question 1b (i)			
	(i)	Candidates may refer to one or more versions of the cosmological argument and examine scholars such as Aquinas, Copleston, Craig, Hume, Leibniz, Russell, and Swinburne. If candidates focus on Aquinas they may select one or more of his examples.	(21)
Level	Mark	AO1	
1	1-5	<b>Levels Descriptor</b>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the cosmological argument.</li> </ul>	
2	6-10	<b>Levels Descriptor</b>	
		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"> <li>• basic ideas about motion</li> <li>• simple views about causation.</li> </ul>	
3	11-15	<b>Levels Descriptor</b>	
		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"> <li>• empirical evidence such as contingency</li> <li>• the role of reasoning including ideas about infinite regress</li> <li>• characteristic concepts associated with the conclusion of this type of argument.</li> </ul>	
4	16-21	<b>Levels Descriptor</b>	
		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"> <li>• underlying notions such as sufficient reason</li> <li>• key concepts such as infinite regress and necessary existence</li> <li>• the significance of these concepts within this type of argument</li> <li>• scholarly contributions.</li> </ul>	

Question 1b (ii)			
	(ii)	Candidates may refer to one or more scholarly critiques of the cosmological argument. They may agree with the view in the question or disagree with it provided the question is addressed.	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two strengths of the cosmological argument.</li> </ul>
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"> <li>• the strengths of the argument based on evidence</li> <li>• the strengths of the use of reason in the argument.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the strengths of empirical evidence and its use in the argument</li> <li>• the advantages of the interpretation used in the argument</li> <li>• the forcefulness of the internal rigour of the argument.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• criticisms made against the argument</li> <li>• the weaknesses of alternative views</li> <li>• the correspondence to reality and coherence within the arguments</li> <li>• scholarly opinion.</li> </ul>

Question 2a (i)			
	(i)	Candidates may focus on one or more solutions in relation to key exponents such as Augustine or candidates may examine the characteristics thematically without basing them on named scholars.	(21 )
Level	Mark	AO1	
1	1-5	<b>Levels Descriptor</b>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two characteristics of the problem of suffering with passing reference to one or more solutions.</li> </ul>	
2	6-10	<b>Levels Descriptor</b>	
		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"> <li>• a simple version of the problem of suffering</li> <li>• a few ideas about one or more solutions to this problem.</li> </ul>	
3	11-15	<b>Levels Descriptor</b>	
		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"> <li>• essential material related to the problem of suffering</li> <li>• key features of a solution</li> <li>• refinements to this solution or important characteristics of another theodicy.</li> </ul>	
4	16-21	<b>Levels Descriptor</b>	
		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"> <li>• the reasons why suffering is a theological and philosophical problem</li> <li>• the key characteristics of one or more selected solutions and these may include attention to the free will defence, vale of soul-making, limitations of God's power</li> <li>• the key concepts and terms in one or more solutions</li> <li>• scholarly contributions.</li> </ul>	

Question 2a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two problems of theodicies.</li> </ul>
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"> <li>• some basic problems with a solution</li> <li>• a few simple responses to these problems.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• some divine attributes that may justify why there is suffering</li> <li>• the significance of belief in life after death in this solution</li> <li>• possible weaknesses of this solution.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• there are good reasons to justify God in spite of suffering</li> <li>• the selected solution enhances an understanding of human development</li> <li>• the substantive criticisms of this solution may weaken it or lead to its rejection</li> <li>• the view in the question is justifiable or otherwise.</li> </ul>

Question 2b (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of miracles.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• a few miracles</li> <li>• basic evidence to support belief in miracles.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• key concepts associated with miracles</li> <li>• key strengths of belief in miracles</li> <li>• some basic weaknesses of belief in miracles.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• fundamental concepts of miracles</li> <li>• key strengths such as coherence between selected attributes of God and miracles</li> <li>• important weaknesses such as problems of understanding the concept of miracle in relation to insufficient and conflicting evidence</li> <li>• scholarly contributions.</li> </ul>

Question 2b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two problems of belief in miracles.</li> </ul>
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"> <li>• a few difficulties of belief in miracles</li> <li>• a limited attempt to argue that overall this is a weak belief.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the main reasons to reject miracles</li> <li>• ways in which supposed strengths of belief in miracles may be defeated</li> <li>• why the weaknesses overall may lead to a rejection of this belief.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the balance of opinion in relation to acceptance or rejection of belief in miracles</li> <li>• scholarly differences such as between Hume and Swinburne</li> <li>• the philosophical issues about the ideas of probability in this context</li> <li>• the line of thinking in the question and whether the claim is justifiable or otherwise.</li> </ul>

Question Number		Indicative content
3 (a)	(i)	
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"> <li>It is unlikely they will have any clear understanding of the wider context of Utilitarianism and may depend on a simple statement of one or two key features.</li> </ul>
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"> <li>Candidates are likely to discuss a limited range of characteristics.</li> <li>Use of scholarship may focus entirely on Bentham and/or Mill.</li> </ul>
Level 3	11-15	<p>At this level, candidates may be reliant on identifying a simple range of features of Utilitarianism or deal with them without significant depth.</p> <ul style="list-style-type: none"> <li>Candidates may concentrate on Bentham's and Mill's approaches to the theory.</li> <li>They may consider more recent developments of utilitarianism.</li> <li>Some consideration of the background to and influences on the theory may emerge at this level.</li> </ul>
Level 4	16-21	<p>At this level, candidates are likely to be able to identify a significant range of features of utilitarianism or to explore a narrower range at some depth.</p> <ul style="list-style-type: none"> <li>It is to be expected that they make reference to the teleological nature of the theory, to issues of consequentialism and means to an end.</li> <li>Candidates are likely to display greater knowledge and understanding of Utilitarianism within its social context.</li> <li>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.</li> <li>Candidates may make some reference to the ways in which Utilitarianism differs from other ethical theories or from religious approaches to morality.</li> </ul>



Question Number		Indicative content
3(a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates will struggle to raise any new material and are likely to rely on basic repetition of ideas from (a).</li> </ul>
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may struggle to incorporate new information or to reach a balanced conclusion.</li> <li>• Consideration of whether the weaknesses outweigh the strengths is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct.</li> </ul>
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may rely on some repetition of material from (a) but will still maintain a clear line of argument in terms of whether the weaknesses invalidate the theory as an approach to ethical decision making.</li> <li>• Some new material is likely, perhaps simpler ideas than those explored at the higher level.</li> <li>• Candidates are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the claim.</li> </ul>
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (a).</li> <li>• A range of weaknesses will be identified and used as the basis of a genuine attempt at evaluation through a reasoned and balanced argument which may conclude in any valid direction.</li> <li>• Candidates are likely to make direct reference to the wording of the question, and are likely to avoid falling back on extensive case study material.</li> <li>• Candidates are likely to draw a balanced conclusion.</li> </ul>

Question Number		Indicative content
3 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to make one or more simple comments identifying features of Situation Ethics and possible strengths and/or weaknesses.</li> </ul>
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to be more confident in applying their knowledge of the theory in terms of strengths and weaknesses.</li> <li>• They are likely to show greater breadth or depth of knowledge of Situation Ethics.</li> </ul>
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a clear understanding of the key features of the theory as a relative, situationalist theory and of its rejection of absolutes and to express reasons why this may be considered strong or weak.</li> <li>• Some understanding of the social and cultural background and influence on the theory is likely to be demonstrated and how far this supports or undermines the theory.</li> <li>• Case studies are likely to be used carefully, but may be more dependent on the candidates' own imagination rather than those offered by Fletcher.</li> </ul>
Level 4	16-21	<p>At this level candidates may identify several features of the theory whilst keeping firmly within the parameters of the question.</p> <ul style="list-style-type: none"> <li>• They are likely to be able to identify a significant range of features of Situation Ethics, or to explore a narrower range of features at some depth. They may make accurate reference to the centrality of agape, personalism and positivism, the example of Jesus, and to the attempt by Robinson and Fletcher to establish an ethic for 'man come of age'.</li> <li>• At this level, candidates are likely to display some understanding of the controversial nature of the theory and its relationship with changing theology in the mid 20<sup>th</sup> century.</li> <li>• Case studies are likely to be used with discretion, perhaps Fletcher's own, rather than hypothetical scenarios.</li> <li>• Some attempt to trace the relationship between Situation Ethics and the ministry of Jesus may be made.</li> </ul>

Question Number		Indicative content
3 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may typically make simple reference to the principle of agape as a principle of Christian love as the dominant religious aspect of theory.</li> </ul>
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may show an increasing awareness of the implication of the question – that Situation Ethics attempted to make religious morality appealing to the later 20<sup>th</sup> century.</li> <li>• They may typically offer suggestions as to how it may be considered more secular than it initially appears and how the challenges to it were met within Christian teaching.</li> </ul>
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates will be increasingly able to target the key issue of the question – that Situation Ethics attempted to be a truly religious ethic for ‘man come of age’.</li> <li>• They may show an awareness that for many Christian thinkers it failed to live up to the rigorous standards of religious morality.</li> <li>• Reference to some key scholars may be made, and reference to Jesus’ situational approach may be used as a basis for the candidates’ argument.</li> </ul>
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may make some assessment of how the ideals of the theory may fall short of experience.</li> <li>• Top candidates are likely to refer to specific criticisms raised by scholars such as Barclay and Dunstan.</li> <li>• Some balanced argument, such as the appeal of <i>agape</i>, compassion and rejection of inflexible rules which do not take into account the needs of the individuals, may be made.</li> <li>• Appeal to New Testament principles and the ministry of Jesus may be made, as well as the evolutionary nature of human morality, culture, society and intellectual progress.</li> <li>• Candidates are likely to have a clear understanding of how these features may be understood as religious ethical principles.</li> </ul>

Question Number		Indicative content
4(a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to address a very limited range of ideas associated with just war and may fail to make a clear connection between making the decision to go to war and the Just War Theory.</li> </ul>
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to refer to a narrow range of ideas associated with just war, focusing on, perhaps, a few conditions or one scholar's version of the Just War Theory.</li> <li>• They may make some references to modern day applicability of the Just War Theory but some still may miss making a direct connection between the wording of the question and the Just War Theory.</li> </ul>
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates at this level will typically show a good understanding of a range of reasons to make the decision to go to war without examining these in detail or extent.</li> <li>• Illustrative examples may lack fluency and may rely on learned lists of features or factual anecdote.</li> <li>• Candidates will typically have made a connection with the wording of the question and the Just War Theory.</li> </ul>
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates will typically be able to deal confidently with a range of issues associated with the Just War Theory and have made a clear and quick connection with the wording of the question and the Just War Theory.</li> <li>• They are likely to have a secure knowledge of at least one form of the Just War Theory and be able to examine it with reference to examples without falling into narrative.</li> <li>• Candidates are likely to demonstrate knowledge of religious and non religious principles regarding making the decision to go to war.</li> <li>• They may make reference to specific wars or issues without resorting to anecdote.</li> </ul>

Question Number		Indicative content
4 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to make a brief reference to religious teaching regarding war and pacifism but this may repeat material raised in (i).</li> </ul>
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to consider a wider range of issues which may help unpack the relationship between religious belief and decisions regarding war and pacifism.</li> <li>• conclusions will typically lack balance and candidates may struggle to consider whether religious beliefs can justify these decisions.</li> </ul>
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to recognise the demands of the question in terms of relating the way in which religious beliefs affect decisions regarding war and pacifism.</li> <li>• They are likely to be more confident in responding to the question of how far these beliefs should or should not be influential.</li> <li>• Candidates will typically explore a wider range of issues and move towards a clear conclusion based on alternative views.</li> </ul>
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to recognise the importance of responding directly to the question and making links between religious beliefs and decisions regarding war and pacifism.</li> <li>• They are unlikely to rely on repeating material from (i) but are likely to have saved the most relevant material for this part of the question.</li> <li>• Candidates are likely to be able to reach a balanced conclusion regarding the importance of religious beliefs in these matters.</li> <li>• For example, they may raise issues of conscience, scriptural teaching, the problems of misunderstanding or misapplying religious teaching or of following the commands of religious leaders in these matters.</li> </ul>

Question Number		Indicative content
4(b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may present a simple case study or narrative description of one or two dilemmas in sexual ethics without clear examination of the problems posed.</li> </ul>
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> <li>• narrative and/or simplistic case study may still be evident.</li> <li>• Candidates may make some attempt at identifying the broader problems which constitute a dilemma – e.g. an issue for which there is no clear resolution.</li> </ul>
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates' use of narrative and/or case study is likely to be illustrative rather than anecdotal.</li> <li>• They are likely to be able to comment on the various positions which may be offered regarding these issues, identifying how they are thus dilemmas.</li> <li>• Some reference to scholarly principles and contributions may be made.</li> </ul>
Level 4	16-21	<p>At this level, candidates will typically avoid basic case study, and deal with the problems raised by two dilemmas in a scholarly manner.</p> <ul style="list-style-type: none"> <li>• They may consider the contribution of sacred texts and other religious authorities.</li> <li>• The role of conscience, faith and obedience to a religious way of life may be considered.</li> <li>• Specific problems of particular dilemmas in contemporary society may be clearly addressed.</li> <li>• Candidates are likely to be able to distinguish clearly between 'problems' and 'dilemmas'.</li> </ul>

Question Number		Indicative content
4(b)	(ii)	If candidates examine only one dilemma they cannot normally proceed beyond level 2.
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show little understanding of the implications of the question although they may offer a basic response to the issue of the role of freedom in sexual ethical decisions.</li> </ul>
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to find it difficult to extract the implications of the question and substantiate them by way of evaluation.</li> <li>• A simple view in support of, or opposed to, the claim is likely to be offered, or simple but undeveloped reasons for and against the claim.</li> </ul>
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate an understanding of the implications of the question.</li> <li>• They are likely to offer a balanced, though limited, conclusion as to whether people should be allowed to exercise freedom in sexual matters.</li> <li>• Candidates are likely to identify clear reasons for and against the claim made in the question.</li> </ul>
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates will demonstrate a clear understanding of the implications of the question and offer a balanced argument taking into account reasons for and against the view that individuals should be permitted autonomy in sexual ethical choices.</li> <li>• Candidates are likely to offer a range of reasons in support of and opposed to the view.</li> <li>• For example, they may compare religious teaching which aims to control sexual behaviour with the right to choose sexual partners and to engage in legal, or, arguably, illegal, sexual activity without controls.</li> <li>• At this level candidates are likely to offer a mature evaluation of these issues.</li> </ul>

## Buddhism

Question 1			
5a (i)			
	(i)	If candidates examine only one religious and social context they cannot normally proceed beyond level 2.	(21)
Level	Mark	AO1	
1	1-5	<b>Levels Descriptor</b>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the life of the Buddha.</li> </ul>	
2	6-10	<b>Levels Descriptor</b>	
		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"> <li>• some aspects of the religious context such as some Hindu beliefs</li> <li>• a few features of social structures such as the caste system.</li> </ul>	
3	11-15	<b>Levels Descriptor</b>	
		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"> <li>• key features of selected Hindu beliefs such as samsara and karma</li> <li>• some religious groups and their practices</li> <li>• social changes and significance of rulers.</li> </ul>	
4	16-21	<b>Levels Descriptor</b>	
		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"> <li>• the overall significance of key Hindu beliefs and practices</li> <li>• specific groups and traditions such as Jainism</li> <li>• various influences on the social background prior to the Buddha such as migration</li> <li>• scholarly contributions.</li> </ul>	



Question 5a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two episodes in the life of the Buddha.</li> </ul>
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"> <li>• the view that the Buddha rejected some views such as belief in various deities</li> <li>• some examples of acceptance of some background features such as karma.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the Buddha's rejection of sacrifices and the reasons for this rejection</li> <li>• the Buddha's reaction to issues in Hindu thought by his emphasis on meditation</li> <li>• his reasons for a rejection of a caste system.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the range of the Buddha's reactions to the religious and social contextual features</li> <li>• the different types of reaction in terms of an acceptance of various features, and adaptation of some aspects and a rejection of others</li> <li>• the ways in which the Buddha's reaction may be interpreted as distinctive</li> <li>• differences of opinion about whether some features are distinctive or not such as the status of meditation.</li> </ul>

Question 5b (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the life of Gautama.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• biographical information about the events leading up to the enlightenment</li> <li>• a basic narrative of the enlightenment.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• pertinent biographical details relevant to the enlightenment of Gautama</li> <li>• an account of the enlightenment period</li> <li>• the implications of the enlightenment on Gautama's disciples.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• contextual material that highlights the importance of the enlightenment</li> <li>• key features of the enlightenment process</li> <li>• important dimensions of this period during the remaining part of Gautama's life</li> <li>• scholarly contributions.</li> </ul>

Question 5b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two beliefs linked to the Buddha.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• some basic ideas about the importance of the Buddha for Buddhists</li> <li>• views about Buddhist celebrations concerning the Buddha.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<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"> <li>• notions of the Buddha as a Refuge</li> <li>• key beliefs about enlightenment such as the role of meditation</li> <li>• the significance of beliefs about nirvana linked to enlightenment.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<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"> <li>• ideas about the significance based on characteristic features of Gautama's enlightenment</li> <li>• the distinctive aspects of this enlightenment in its religious context</li> <li>• significant implications for the practice of Buddhism</li> <li>• alternative interpretations of enlightenment across different Buddhist schools.</li> </ul>

Question 6a (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of a Refuge.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• key features of a Refuge</li> <li>• important aspects of a second Refuge.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• key ideas about the notion of 'Refuge'</li> <li>• selected features across all three Refuges</li> <li>• the influence of these features on Buddhist practice.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• the significance of 'taking Refuge' within Buddhist thought and practice</li> <li>• the various meanings of these Refuges such as 'sangha'</li> <li>• the interrelationships between these Refuges</li> <li>• scholarly contributions.</li> </ul>

Question 6a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two important aspects of Buddhist practice.</li> </ul>
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"> <li>• some basic ideas about the importance of the Sangha</li> <li>• some views about taking Refuge in the Buddha.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the reasons why these Refuges are important within Buddhist practice</li> <li>• ideas about the status of these Refuges in Buddhist belief</li> <li>• the implications for 'taking Refuge' in the Buddhist Way.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the context of these Refuges within Buddhism</li> <li>• reasons why in some types of Buddhism these Refuges represent the essence of Buddhism</li> <li>• differences of importance given to the various Refuges</li> <li>• alternative interpretations.</li> </ul>

Question 6b (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two descriptive features of meditation.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• the links between meditation and morality</li> <li>• the relationship between meditation and understanding the Noble Eight-fold Path.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• the importance of meditation in the life of the Buddha and the implications for a Buddhist</li> <li>• ideas about control of the mind and wisdom</li> <li>• notions about the purposes of meditation in relation to the development of right behaviour.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• the purposes of meditation in the context of the Three Refuges</li> <li>• links between meditation and right belief and right behaviour</li> <li>• beliefs about liberation from suffering linked to meditation</li> <li>• scholarly contributions.</li> </ul>

Question 6b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two ideas about difficulties posed by meditation.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• views about practical problems associated with meditation</li> <li>• queries about the possible clash between meditation and importance of the five precepts.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<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"> <li>• physical and environmental problems associated with meditation</li> <li>• challenges posed by different purposes of meditation</li> <li>• different priorities between acquiring right wisdom and right morality.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<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"> <li>• different types of meditation and priorities for Buddhists</li> <li>• different interpretations about the importance of meditation</li> <li>• a range of views about different links between meditation and wisdom and meditation and morality</li> <li>• alternative views about the role of meditation across different Buddhist schools.</li> </ul>

Question Number		Indicative content
<b>7(a)</b>	<b>(i)</b>	
<b>Indicative content</b> - They do not have to deal with more than one Reformer		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may make basic statements about: <ul style="list-style-type: none"> <li>• the Person and work of Jesus.</li> </ul>
<b>Level 2</b>	6-10	Candidates may refer, in general terms, to: <ul style="list-style-type: none"> <li>• specific teaching of Luther such as justification by faith</li> <li>• Calvin's election of believers through Christ.</li> </ul>
<b>Level 3</b>	11-15	Candidates may refer in more detail to specific teachings as in level 2 or may deal with: <ul style="list-style-type: none"> <li>• Luther's imputed righteousness of Christ</li> <li>• Luther's teaching on the believer's relationship with Christ</li> <li>• Calvin's teaching of Christ as Prophet, Priest and King.</li> </ul>
<b>Level 4</b>	16-21	Candidates may offer a full and well-structured account of Reformation teachings by: <ul style="list-style-type: none"> <li>• dealing with both Person and work of Jesus</li> <li>• demonstrating that a full understanding of the Person of Jesus rests upon an understanding of his work of salvation</li> <li>• explaining that both Luther &amp; Calvin subscribed to the Chalcedon definition.</li> <li>• referring to the work of scholars</li> </ul>



Question Number		Indicative content
<b>7(a)</b>	<b>(ii)</b>	
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may: <ul style="list-style-type: none"> <li>• refer in general terms to the significance of Jesus.</li> </ul>
<b>Level 2</b>	3-4	Candidates may comment on: <ul style="list-style-type: none"> <li>• the significance in greater detail</li> <li>• the different understanding of the significance of Jesus as being the cause of the split between Protestant and Catholic Churches.</li> </ul>
<b>Level 3</b>	5-6	Candidates may show: <ul style="list-style-type: none"> <li>• the different significance for Protestants and Catholics at the time of the Reformation</li> <li>• the continuing significance for denominations today.</li> <li>• demonstrate clearly the connection between the Person and work of Jesus</li> </ul>
<b>Level 4</b>	7-9	Candidates may: <ul style="list-style-type: none"> <li>• develop discussion with reference to scholarly opinion.</li> <li>• show the difficulty of ideas of election and also of imputed righteousness</li> <li>• refer to subsequent development</li> <li>• show how far those differences have been blurred by time or are still significant today.</li> </ul>

Question Number		Indicative content
<b>7 (b)</b>	<b>(i)</b>	<b>Candidates may choose any period, this MS is indicative of modern period.</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> <li>• of the life and work of Jesus without linking this specifically to Church teaching.</li> </ul>
<b>Level 2</b>	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> <li>• in general terms without going into too much detail</li> <li>• may simply refer to Barth, Cone, Gutierrez, Bonhoeffer or others.</li> </ul>
<b>Level 3</b>	11-15	Candidates are likely to be able to deal with this teaching in a more systematic way and may: <ul style="list-style-type: none"> <li>• deal with historical, religious and social context</li> <li>• include discussion of the place of both the life and work of Jesus</li> <li>• contrast these in relation to the work of modern theologians focusing perhaps on one or the other of life or work.</li> </ul>
<b>Level 4</b>	16-21	Candidates may: <ul style="list-style-type: none"> <li>• examine the place of both the life and work of Jesus in the modern Church</li> <li>• contrast these in relation to the work of two or more schools of thought</li> <li>• show a clear grasp of at least two different theologians or schools of thought about the life and work of Jesus</li> <li>• refer to the work of scholars</li> </ul>

Question Number		Indicative content
<b>7 (b)</b>	<b>(ii)</b>	
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> <li>• about the significance of these teachings without adequate attention to the question.</li> </ul>
<b>Level 2</b>	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> <li>• linking teaching to practice of faith</li> <li>• linking the life and work of Jesus in some way.</li> </ul>
<b>Level 3</b>	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> <li>• weigh up the connection between the life of Jesus and the work of salvation</li> <li>• weigh up the connection between the life and work of Jesus</li> <li>• weigh up an understanding of the work of salvation</li> <li>• debate the continuing significance of these connections</li> </ul>
<b>Level 4</b>	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"> <li>• making clear the relation between the life of Jesus and the work of Christ</li> <li>• relating the claims about Jesus to other faith's claims</li> <li>• developing the implications for today's practice on the place of the poor in today's world from such people as Bonhoeffer or Gutierrez</li> <li>• a justifiable conclusion demonstrating their argument about the significance.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may refer in a simple manner to: <ul style="list-style-type: none"> <li>• the Biblical accounts of creation.</li> </ul>
<b>Level 2</b>	6-10	Candidates may deal with: <ul style="list-style-type: none"> <li>• the way in which God creates from his own power and substance</li> <li>• the implications that this has for a Christian understanding of the nature of the universe and the nature of humanity.</li> </ul>
<b>Level 3</b>	11-15	Candidates may consider the basic implications of the belief in God as creator including the problems of: <ul style="list-style-type: none"> <li>• God's continuing intervention in miracles</li> <li>• whether this is the best of all possible worlds</li> <li>• humanity as the steward of creation.</li> </ul>
<b>Level 4</b>	16-21	Candidates may: <ul style="list-style-type: none"> <li>• develop the implications of these ideas</li> <li>• deal with the idea of humanity being created in the image of God</li> <li>• examine <i>creatio ex nihilo</i></li> <li>• make reference to Church/scholarly opinions.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(ii)</b>	
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may: <ul style="list-style-type: none"> <li>• put forward a simple view of the religion versus science argument.</li> </ul>
<b>Level 2</b>	3-4	Candidates may: <ul style="list-style-type: none"> <li>• show a detailed response to the religion versus science argument</li> <li>• refer to the particular problems raised for believers by scientific accounts of the beginning of the universe.</li> </ul>
<b>Level 3</b>	5-6	Candidates may consider the issues raised for Christians by: <ul style="list-style-type: none"> <li>• natural evil and genetic malfunction in relation to a beneficent creator</li> <li>• modern issues of genetic engineering or medical research</li> <li>• attempting to accommodate a scientific world view.</li> </ul>
<b>Level 4</b>	7-9	Candidates may: <ul style="list-style-type: none"> <li>• develop these issues with reference to specific scholarly/Church opinion</li> <li>• weigh up the reasonableness of these arguments</li> <li>• construct a coherent argument that may conclude that it is extremely difficult for a Christian today to continue to believe in God as creator; or one that leads to an opposite conclusion</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> <li>• of the different teaching on Baptism of the two Churches.</li> </ul>
<b>Level 2</b>	6-10	Candidates may: <ul style="list-style-type: none"> <li>• offer a detailed account of the differences</li> <li>• distinguish between infant and believer's baptism.</li> </ul>
<b>Level 3</b>	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"> <li>• examine the differences between the practices of the Churches</li> <li>• refer to the separation of confirmation from baptism</li> <li>• refer to the nature of a Sacrament.</li> </ul>
<b>Level 4</b>	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: <ul style="list-style-type: none"> <li>• include a detailed analysis of the differences which may be demonstrated by some of the practices of the two Churches</li> <li>• examine chrismation in the Orthodox Church.</li> <li>• deal with the nature of Sacramentals that may be used: sign of the cross, oil, water, white clothes and candles</li> <li>• refer to scholars/ modern Church teaching about Sacraments e.g. Rahner.</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(ii)</b>	
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> <li>• about the difference in meanings but without adequate attention to the question.</li> </ul>
<b>Level 2</b>	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> <li>• about the way in which practice shows Church teaching and demonstrate this in a simple manner.</li> </ul>
<b>Level 3</b>	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> <li>• weigh up how far practice shows Church teaching</li> <li>• debate how many are actually aware of the implications of their practice</li> <li>• evaluate the meanings of the Sacramental's.</li> </ul>
<b>Level 4</b>	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"> <li>▪ effective use of scholarly debate</li> <li>▪ developing the idea of salvation through the Sacraments</li> <li>▪ discussion of whether the Sacraments are declaratory or efficacious</li> <li>▪ constructing a coherent argument that leads to a justifiable conclusion.</li> </ul>

## Hinduism

Question 9a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two descriptive features of early Hinduism.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		<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"> <li>• early Hindu beliefs about the natural world</li> <li>• early ideas about one or two deities.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		<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"> <li>• archaeological evidence</li> <li>• possible religious practices associated with this early period</li> <li>• one or two symbols and their possible interpretations.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		<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"> <li>• key features of the Indus Valley culture including links to some deities</li> <li>• important aspects of Aryan influences</li> <li>• some distinctive emphases such as purification and the role of sacrifices</li> <li>• scholarly contributions.</li> </ul>



Question 9a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• one or two ideas about important features of this period.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> <li>• views about the influence of this period on later developments</li> <li>• ideas about the influence of social structures during the early period on later Hinduism.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		<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"> <li>• public rituals and the role of priests and their later influence</li> <li>• notions of purification linked to the sacred</li> <li>• possible limited influence because of so many later different emphases.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		<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"> <li>• diversity of the early period with its problems of interpretation and hence problems of assessing its influence</li> <li>• different emphases given to a range of deities from one period to another</li> <li>• different emphases given to various scriptures from one period to another</li> <li>• alternative views about this early period as representing the fundamental core of Hindu beliefs and values.</li> </ul>

Question 9b (i)			
	(i)	If candidates examine one or two beliefs they cannot normally proceed beyond level 2. If they examine more than three read all the material and credit the best three.	(21 )
Level	Mark	AO1	
1	1-5	<b>Levels Descriptor</b>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the Vedic period.</li> </ul>	
2	6-10	<b>Levels Descriptor</b>	
		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"> <li>• key features of beliefs about selected gods</li> <li>• the caste system taking shape.</li> </ul>	
3	11-15	<b>Levels Descriptor</b>	
		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"> <li>• key features of selected sacred literature</li> <li>• importance of Brahma</li> <li>• early views about atman.</li> </ul>	
4	16-21	<b>Levels Descriptor</b>	
		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"> <li>• some ideas about types of deities and monistic pantheism</li> <li>• selected beliefs about human destiny such as reincarnation</li> <li>• order in human society and in the cosmos</li> <li>• scholarly contributions.</li> </ul>	

Question 9b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about ritual.</li> </ul>
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of evidence with limited argument. Candidates may present Vedic: <ul style="list-style-type: none"> <li>• beliefs about charms and incantations</li> <li>• ideas about the role of sacrifices.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the influence of the caste system</li> <li>• distinctive practices associated with selected gods such as fire worship</li> <li>• evidence of the influence of these practices on the development of Hinduism.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the context of Vedic practices rooted in beliefs about dharma</li> <li>• links between practices and karma</li> <li>• the link between tapas and subsequent views about yoga</li> <li>• alternative stances that query the significance of Vedic practices on the development of Hinduism.</li> </ul>

Question 10a (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of yoga.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• an example of yoga and its implications for devotion</li> <li>• another form of yoga and its bearing on performance of dharma.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• the importance of correct physical control</li> <li>• the purpose of karma yoga on moral development</li> <li>• beliefs about asceticism and liberation.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• problems about identifying key purposes given the range of meanings of yoga and interpretations about purpose</li> <li>• diversity of purposes ranging from physical hygiene to radical detachment from the affairs of physical life</li> <li>• exemplars such as jnana-yoga and links with moksha</li> <li>• scholarly contributions.</li> </ul>

Question 10a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two important features of yoga.</li> </ul>
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"> <li>• ideas about the importance of a certain type of yoga</li> <li>• reasons why this type is significant within Hinduism.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the value of achieving a heightened physical state associated with selected types of yoga</li> <li>• the fundamental importance of achieving the right spiritual insight</li> <li>• the significant purpose of yoga linked to bhakti.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the view that one purpose is more important in terms of significance of its teachings</li> <li>• the idea that the purpose of improved moral behaviour is closely tied to selected types of yoga</li> <li>• whether the definitive primary purpose is associated with moksha</li> <li>• an alternative stance that the purposes of yoga are so variegated that there is no justification for arguing that one is more important than another.</li> </ul>

Question 10b (i)			
	(i)	If candidates examine only one of the exemplars they cannot normally proceed beyond level 2.	(21)
Level	Mark	AO1	
1	1-5	<b>Levels Descriptor</b>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features associated with Siva.</li> </ul>	
2	6-10	<b>Levels Descriptor</b>	
		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"> <li>• basic information about Rama</li> <li>• basic information about Siva.</li> </ul>	
3	11-15	<b>Levels Descriptor</b>	
		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"> <li>• key beliefs and practices linked to Rama</li> <li>• fundamental beliefs and practices linked to Siva</li> <li>• some of the implications for devotees.</li> </ul>	
4	16-21	<b>Levels Descriptor</b>	
		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"> <li>• relevant contextual ideas about Hindu deities and the avatar tradition</li> <li>• influential features associated with selected scriptures on belief and practice</li> <li>• the relationship between belief and practice as influenced by these figures including the significance of dharma</li> <li>• scholarly contributions.</li> </ul>	

Question 10b (ii)			
	(ii)	If candidates comment on only one of the exemplars they cannot normally proceed beyond level 2.	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two narrative details about these figures.</li> </ul>
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"> <li>• ideas about the importance of devotion to the gods</li> <li>• notions about upholding dharma.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the influence of these exemplars on selected traditions and movements</li> <li>• the significance of themes such as bhakti within Hindu worship</li> <li>• the place of selected scriptures in Hindu worship linked to these exemplars.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the significant range of fundamental practices associated with these exemplars</li> <li>• the importance of symbolism linked to these exemplars and their interpretation and influence on Hindu worship</li> <li>• the differences across various epochs regarding these figures and consequently the status of devotion to these figures</li> <li>• an alternative viewpoint that queries the notion that Hindu worship can be typified by reference to specific exemplars/figures.</li> </ul>

## Islam

Question 11a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>• one or two generalised features of pre-Islamic Arabia.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		<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"> <li>• some of the religious traditions prior to the time of Muhammad</li> <li>• a few customs and practices associated with this period.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		<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"> <li>• some aspects of animism</li> <li>• a few basic ideas about polytheism</li> <li>• sacred places in the region.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		<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"> <li>• significant features of some beliefs and practices of this period, characterised by non-monotheism</li> <li>• the ethical implications arising from this period of ignorance</li> <li>• significant features of traditions such as forms of Christianity and Zoroastrianism</li> <li>• scholarly contributions.</li> </ul>



Question 11a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two aspects of the life of Muhammad.</li> </ul>
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"> <li>• some ideas about Muhammad's rejection of this period of ignorance</li> <li>• the view about the importance of monotheism.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• links between the hanif and the role of Muhammad</li> <li>• the impact of Muhammad's revelations on his preaching including criticisms of polytheism</li> <li>• the success in his own time of Islamic theocracy.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• relationship between monotheistic strands in Judaism and Muhammad's teaching</li> <li>• the complexity of Muhammad's views about this period of ignorance in terms of rejection and refinement</li> <li>• ideas about success linked to Muhammad's status as the final messenger of God</li> <li>• alternative approaches which consider the social and political aspects of this period alongside the religious issues.</li> </ul>

Question 11b (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the life of Muhammad.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• the hijrah</li> <li>• new rules regarding family relationships including widows.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• the early stages of the ummah</li> <li>• battles and their significance for understanding Muhammad as statesman</li> <li>• the development of a federation of tribes.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• some key features of the constitution of Madinah</li> <li>• various techniques for expanding Muhammad's power base</li> <li>• the incorporation of social and moral dimensions into Muhammad's rule</li> <li>• scholarly contributions.</li> </ul>

Question 11b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two aspects of Muslim beliefs.</li> </ul>
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"> <li>• the religious significance of the hijrah</li> <li>• the impact of selected Surahs on Muhammad's rule</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• unifying practices such as prayer</li> <li>• Qur'anic ideas about the nature and destiny of people and social implications</li> <li>• the role of mosques and the range of religious customs.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the view that Muhammad's system was based on religion rather than tribalism</li> <li>• the implications of the ummah based on a theocracy</li> <li>• the social implications of the Five pillars</li> <li>• alternative perspectives that focus on a range of different factors other than religious influences.</li> </ul>

Question 12a (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two of the Five pillars in a generalised manner.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• the umma in a simple manner</li> <li>• one or two of the Five pillars in relation to the ummah.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• the links between the role of Muhammad and his influence on the umma</li> <li>• the unifying factors associated with salat</li> <li>• the significance of sawm in relation to the Muslim community.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• the notion that the umma may be seen as a theocracy based on belief in Allah</li> <li>• ideas about Muslims acting as a single community</li> <li>• themes of community cohesion in some of the Five pillars</li> <li>• scholarly contributions.</li> </ul>

Question 12a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of the Muslim community.</li> </ul>
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"> <li>• basic ideas about Muhammad's leadership over much of Arabia</li> <li>• basic features that characterised this community focused on Muhammad.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• evidence of the ummah in practice during Muhammad's time</li> <li>• ways in which Muslims identified with the community</li> <li>• the significance of the five pillars in this context.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• different views about the ummah across Islam</li> <li>• evidence to support the view of ummah in practice</li> <li>• problems associated with the ummah such as divisions within Muslim communities</li> <li>• the strengths and weaknesses of the claim in the question.</li> </ul>

Question 12b (i)			
	(i)	If candidates examine one or two examples they normally cannot proceed beyond level two. If they examine more than three examples read all the material and credit the best three.	(21 )
Level	Mark	AO1	
1	1-5	<b>Levels Descriptor</b>	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two general ideas about the six beliefs.</li> </ul>	
2	6-10	<b>Levels Descriptor</b>	
		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"> <li>• basic ideas associated with Allah as Judge</li> <li>• simple notions about life after death.</li> </ul>	
3	11-15	<b>Levels Descriptor</b>	
		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"> <li>• views about the day of judgement</li> <li>• basic ideas about resurrection</li> <li>• views about burial.</li> </ul>	
4	16-21	<b>Levels Descriptor</b>	
		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"> <li>• the context of beliefs about akhirah</li> <li>• the significance of Allah</li> <li>• freewill and judgement, resurrection compared to immortality, al-Janna compared to Jahannam</li> <li>• scholarly contributions.</li> </ul>	

Question 12b (ii)			
	(ii)	If candidates comment on only one or two examples they normally cannot proceed beyond level two. If candidates comment on more than three read all the material and credit the best three.	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about the importance of belief in life after death.</li> </ul>
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"> <li>• basic views about good behaviour</li> <li>• basic ideas about immoral behaviour.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• implications about the day of judgement on behaviour</li> <li>• notions of what may lead to al-Janna</li> <li>• ideas of what may result in Jahannam.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• beliefs about Allah as Al-Jabbar</li> <li>• beliefs about predestination and free will in this context</li> <li>• the underlying beliefs about life being a preparation for akhirah and that this is the only life we have</li> <li>• the diversity of views across different Muslim traditions regarding the links between morality and life after death.</li> </ul>

## Judaism

Question 13a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the life of Halevi.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• the importance of Israel</li> <li>• the links between God and the people of Israel.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• the problems Halevi saw in the Diaspora</li> <li>• key beliefs about God and revelation</li> <li>• his contributions to Jewish festivals through his poems.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• the context of Islamic Spain and Greek philosophy</li> <li>• the range and types of Halevi's writings</li> <li>• the significance of religious experience over and above reason</li> <li>• scholarly contributions.</li> </ul>



Question 13a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two aspects of his life and travels.</li> </ul>
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"> <li>• his stress on being a Jew in Israel</li> <li>• his own attempts to live in Israel.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• Halevi's stress on the supremacy of the God of Israel</li> <li>• the importance of revelation and prophecy</li> <li>• the value of the religious experience of prophets.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the problems of being a Jew in the Diaspora</li> <li>• Halevi's stress on the distinctive values of Jewish revelation and worship</li> <li>• his method of limiting the power of reason and emphasis on the experience of God in Jewish history</li> <li>• scholarly contributions.</li> </ul>

Question 13b (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of the life of Maimonides.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		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"> <li>• some basic information about the beliefs of Maimonides</li> <li>• a few ideas about God.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• the basic importance of Jewish belief in God</li> <li>• key features such as the one God</li> <li>• key attributes such as Creator.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• the scriptural basis of belief in the one God</li> <li>• notions about the transcendence of God</li> <li>• the importance of revelation</li> <li>• scholarly contributions.</li> </ul>

Question 13b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about the importance of Maimonides.</li> </ul>
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"> <li>• the scope of his works and influence in a simple manner</li> <li>• notions about Maimonides' ability to communicate to a wide audience.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• Maimonides' comprehensive range of teachings</li> <li>• his ability to prioritise teachings for a wide audience</li> <li>• evidence of the range of his influence.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the Rabbinic context of Maimonides and the influence of this period on the development of Judaism</li> <li>• the authority of the corpus of Maimonides especially the 13 Principles</li> <li>• the evidence of his influence on key Jewish Schools</li> <li>• alternative evidence of his limited influence on other Jewish movements.</li> </ul>

Question 14a (i)		
	(i)	(21 )
Level	Mark	AO1
1	1-5	<b>Levels Descriptor</b>
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> <li>• one or two features of Orthodox Judaism.</li> </ul>
2	6-10	<b>Levels Descriptor</b>
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give: <ul style="list-style-type: none"> <li>• a basic outline of Orthodox Judaism</li> <li>• a simple overview of Reform Judaism.</li> </ul>
3	11-15	<b>Levels Descriptor</b>
		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"> <li>• the contrasts between revelation and developing traditions</li> <li>• the use of Hebrew and the vernacular</li> <li>• different attitudes towards Zionism.</li> </ul>
4	16-21	<b>Levels Descriptor</b>
		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"> <li>• different principles underpinning these movements</li> <li>• different views about revelation and scripture</li> <li>• different interpretations of Sabbath, liturgy and festivals</li> <li>• scholarly contributions.</li> </ul>

Question 14a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two views about Reform Judaism.</li> </ul>
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"> <li>• beliefs about the Torah</li> <li>• a simple account of early reformers working within the Orthodox tradition.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• early Reform rabbis such as Geiger who did not wish to separate from Orthodox Judaism</li> <li>• shared scriptural sources</li> <li>• shared links with the prophetic tradition.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• different interpretations of both Orthodox and Reform and their different developments in different countries</li> <li>• whether in Germany there was a closer relationship than those found in the UK and America</li> <li>• the evidence of similarities coupled with different interpretations of these supposed links</li> <li>• the view that the differences are radical and any notion of similarities is superficial.</li> </ul>

Question 14b			
		Candidates may use Liberal Judaism and Progressive Judaism interchangeably.	(21) (9)
Level	Mark	AO1	
1	1-5	<b>Levels Descriptor</b>	
		Candidates may present a limited and unstructured account. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Liberal Judaism.</li> </ul>	
2	6-10	<b>Levels Descriptor</b>	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic account of Conservative Judaism</li> <li>• a simple overview of Liberal Judaism.</li> </ul>	
3	11-15	<b>Levels Descriptor</b>	
		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"> <li>• Conservative Judaism as the historical expression of the Jewish experience</li> <li>• links between Reform and Liberal Judaism</li> <li>• synagogues linked to these two traditions.</li> </ul>	
4	16-21	<b>Levels Descriptor</b>	
		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"> <li>• the historical and religious context of the emergence of these traditions</li> <li>• the Conservative emphasis on tradition compared to Progressive emphases on adaptation, although there are various interpretations of these issues</li> <li>• the different contributions of key figures such as Mordecai Kaplan and Claude Montefiore</li> <li>• scholarly contributions.</li> </ul>	

Level	Mark	AO2
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two important features of one of these movements.</li> </ul>
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"> <li>• a descriptive account of worship in one of these synagogues</li> <li>• an account of some social customs linked to one of these movements.</li> </ul>
3	5-6	<i>Levels Descriptor</i>
		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"> <li>• the links one of these have with Reform or Orthodox Judaism</li> <li>• the significance of relevant rabbis and writers in these movements</li> <li>• the influence one of these movements has on social and political issues.</li> </ul>
4	7-9	<i>Levels Descriptor</i>
		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"> <li>• the problems of terminology and of classifying these movements in different countries</li> <li>• the impact of some of these movements as seen in the number of followers and synagogues</li> <li>• attempts to merge these movements with Reform or Orthodox and subsequent outcomes</li> <li>• whether the limited influence these movements have on secular Jews shows their overall significance is partial.</li> </ul>

Question Number	Indicative content
-----------------	--------------------

<b>15 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
<b>Level 1</b>	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> <li>the impact of the religious extremism of the later Mughal Empire.</li> </ul>
<b>Level 2</b>	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"> <li>the religious policies of Aurangzeb</li> <li>the martyrdom of Guru Tegh Bahadur.</li> </ul>
<b>Level 3</b>	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"> <li>the hostility of Hindu hill rajas to his anti-caste drive</li> <li>the creation of the Khalsa</li> <li>the persecution felt by Shias and Sufis.</li> </ul>
<b>Level 4</b>	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"> <li>the literary output of the darbar made redundant by Aurangzeb and employed by the Guru</li> <li>the end of a line of human Gurus</li> <li>the disintegration of central Mughal rule</li> <li>the creation of a people's army, the Khalsa.</li> </ul>



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"> <li>• he created the Khalsa.</li> </ul>
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> <li>• his importance as founder of the Khalsa</li> <li>• the importance of another Guru, for example, Guru Nanak as the founder of Sikhism.</li> </ul>
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 Gobind Singh. Candidates may highlight:</p> <ul style="list-style-type: none"> <li>• the importance of Guru Gobind Singh in declaring the status of the Guru Granth Sahib</li> <li>• the importance of Guru Gobind Singh in following the Khalsa as his Guru</li> <li>• the distinction between Sikhism and the Khalsa, with Guru Gobind Singh more important for the latter than the former.</li> </ul>
Level 4	7-9	<p>Candidates are likely to display explicit evidence focused on the significance of Guru Gobind Singh. Typically, 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"> <li>• there is continuity or disparity between the beliefs and practices of the early Gurus, and especially Guru Nanak, and those of Guru Gobind Singh, illustrated by such issues as hostility to religious orders in the early Gurus versus the Khalsa</li> <li>• scholarly perspectives such as Mcleod's argument about militarisation of the faith after the fifth Guru can inform a discussion about alleged militarism of the Khalsa</li> <li>• the status of the Guru Granth Sahib did not change after 1708</li> <li>• it is impossible to recapture the way of life of the Khalsa that was his Guru.</li> </ul>

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"> <li>• how the Guru Granth Sahib is used in the gurdwara.</li> </ul>
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the authority of the Guru Granth Sahib. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>• the process of taking hukam or vaak from it</li> <li>• its definitive role in resolving doctrinal issues.</li> </ul>
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"> <li>• the function of the Guru Granth Sahib in ceremonies</li> <li>• the importance of the Guru Granth Sahib as the arbiter of correct practice</li> <li>• the authority of the Guru Granth Sahib as the living Guru.</li> </ul>
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 ideas of 'authority', 'role' and 'importance'. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• its importance in bringing Sikhs together</li> <li>• how accepting its final authority is a distinguishing feature of Sikhism</li> <li>• its role in nagar kirtan as the leader of the Sikh community.</li> </ul>

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 present:</p> <ul style="list-style-type: none"> <li>the Guru Granth Sahib as the 'living Guru' with some practical examples of how this status is expressed, such as its pivotal role in religious ceremonies.</li> </ul>
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"> <li>the role of the Guru Granth Sahib as the source of Sikh teaching</li> <li>the Rahit Maryada as the code of conduct.</li> </ul>
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"> <li>the Guru Granth Sahib as the arbiter of Sikh teachings</li> <li>the role of the Guru Granth Sahib as the sourcebook for devotional practice and worship</li> <li>the role of the Rahit Maryada as providing the code of conduct.</li> </ul>
Level 4	7-9	<p>Candidates are likely to display explicit argument. Typically, 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"> <li>the role of the Guru Granth Sahib as a book of spiritual enlightenment and devotion, and not a manual of daily practice</li> <li>the function of alternative texts, i.e. the Rahit Maryada to provide rules for daily living</li> <li>the status of the Guru Khalsa Panth as equally authoritative as the Guru Granth Sahib</li> <li>the importance of other scriptural sources such as the writings of Bhai Gurdas, Bhai Nand Lal and the Dasam Granth.</li> </ul>

Question Number		Indicative content
16 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. They may describe:</p> <ul style="list-style-type: none"> <li>the use of nit nem.</li> </ul>
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the problem of suffering and two solutions. Candidates may give an account of:</p> <ul style="list-style-type: none"> <li>the use of the Guru Granth Sahib as the focal point for congregational worship</li> <li>the use of the Guru Granth Sahib as a source of hymns and daily prayers.</li> </ul>
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 across the scope of the question. Candidates may examine:</p> <ul style="list-style-type: none"> <li>the role of mantras</li> <li>personal devotion such as the nit nem</li> <li>aspects of communal devotion.</li> </ul>
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 focused on ways in which devotion may be seen as integral to the Sikh way of life. Candidates may examine:</p> <ul style="list-style-type: none"> <li>a detailed description of the daily discipline of devotion based on the nit nem</li> <li>communal devotion such as the akhand path</li> <li>the role of reciting mantras</li> <li>reflection on, including listening to, or taking part in discussion of religious texts set clearly within the context of the goal of devotional practice.</li> </ul>

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"> <li>the importance of the sangat in the Guru Granth Sahib.</li> </ul>
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"> <li>devotion in the context of the nit nem and nam japna in the Rahit Maryada with</li> <li>meeting with the Guru Granth Sahib in the gurdwara.</li> </ul>
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to argue that worship in the gurdwara is not more important than private devotion. Candidates may consider that:</p> <ul style="list-style-type: none"> <li>Sikhs are encouraged to remember God at all times but also to work and, therefore, cannot spend all day in the gurdwara</li> <li>Guru is bani and therefore, private devotion is also meeting with the Guru</li> <li>the Guru Granth Sahib speaks about the importance of private devotion and the sangat but does not give priority to either.</li> </ul>
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on an appraisal of the importance of congregational devotion in the Sikh way of life. Typically, 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"> <li>it is important to distinguish 'to what extent', for example, into 'to some extent' and 'to a great extent'</li> <li>private devotion can be encouraged by meeting inspiring individuals in the congregation</li> <li>nit nem emphasises the importance of congregational worship</li> <li>the Rahit Maryada emphasises collective aspects as well as individual elements of the Sikh way of life.</li> </ul>

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"> <li>maintaining the Panj Kakke.</li> </ul>
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"> <li>a description of the four major taboos as well as prescriptions, such as earning an honest living</li> <li>minimal discussion of the communal obligations of the Khalsa.</li> </ul>
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"> <li>personal obligations such as avoiding the four major taboos</li> <li>communal obligations, including the need to serve in the congregation</li> <li>national obligations, such as learning the language.</li> </ul>
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"> <li>personal obligations such as performing daily nit nem</li> <li>communal obligations, including the need to provide donations to the gurdwara</li> <li>national obligations, such as encouraging a spouse to join the nation, if they are not already members</li> <li>procedures for governing the Khalsa commonwealth, such as the role and function of the Akal Takht.</li> </ul>

Question	Indicative content
----------	--------------------

Number		
16 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present:</p> <ul style="list-style-type: none"> <li>the Khalsa was revealed more than three hundred years ago so is clearly out of date.</li> </ul>
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"> <li>the Khalsa as the ideal form of a Sikh</li> <li>the historical age of the Khalsa ideal.</li> </ul>
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the strength of belief in miracles. Candidates may argue that:</p> <ul style="list-style-type: none"> <li>the 5 Ks are no longer an effective uniform as, for example, the kirpan could be updated with a gun</li> <li>Sikhs are not persecuted anymore so there is no need to join the Khalsa</li> <li>Guru Gobind Singh joined the Khalsa and a Sikh should follow in the footsteps of the Guru.</li> </ul>
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the justification for belief in miracles. Typically, 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"> <li>the Khalsa is an eternal form. There were guns in use in South Asia in 1699.</li> <li>the Khalsa is the living Guru of Guru Gobind Singh so it can never be out of date</li> <li>the rules of the Khalsa are reviewed periodically, e.g. the latest Rahit Maryada was promulgated in the middle of the twentieth century</li> <li>the Khalsa is the boundary marker for the faith community and a boundary marker will always be necessary.</li> </ul>

Question Number		Indicative content
17(a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings such as Jesus' meeting with Zaccheus, whilst for the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the chosen sayings.</li> </ul>
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to show a basic awareness of issues such as the dangers of dependence on material wealth, illustrated by a simple reference to a parable or block of teaching;</li> <li>for the Fourth Gospel, candidates may put their chosen sayings into their general context with some simple reference to their meanings and relationship to Jesus' ministry, but they are likely still to rely on re-telling the textual narrative.</li> </ul>
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed for and by attitudes in Jewish society at the time and how Jesus addressed them using parables and blocks of teaching in a more developed manner;</li> <li>candidates may make reference to the blessings and woes (the Sermon on the Plain);</li> <li>for the Fourth Gospel, candidates may typically show a greater understanding of the context of their chosen sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.</li> </ul>
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates may refer to a wider range of episodes, such as the conversation with the Rich Young Ruler or the parable of the Rich Man and Lazarus;</li> <li>they may consider wider issues of spiritual wealth and poverty;</li> <li>for the Fourth Gospel, they may consider the relationship of the sayings to other sayings and teachings in the gospel;</li> <li>they may consider how they relate to wider issues such as discipleship and replacement theology.</li> </ul>



Question Number		Indicative content
17(b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>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 their chosen sayings with little or no reference to background or the views of scholars or a clear understanding of the implications of 'vital'.</li> </ul>
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider themselves superior because of their wealth;</li> <li>for the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication of the sayings that he has come to replace Judaism and its promises.</li> </ul>
Level 3	5-6	<p>At this level are likely to appreciate the significance of the term 'vital':</p> <ul style="list-style-type: none"> <li>for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to the Jewish authorities to return to traditional Jewish teaching on wealth and poverty;</li> <li>for the Fourth Gospel, candidates may offer a broader discussion of the issues raised by their chosen sayings, including charges of blasphemy, criticism of the authorities, use of the Old Testament and replacement theology;</li> <li>for both Gospels, candidates may consider how Jesus' hearers reacted to these teachings/sayings.</li> </ul>
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>views of scholars are likely to be used with confidence;</li> <li>candidates may highlight how Jesus fulfils scripture and prophecy;</li> <li>they may consider how the early church responded to these teachings/sayings;</li> <li>they may consider the relevance of these teachings/sayings for modern Christians and whether they are still 'vital' for an understanding of Jesus and the Gospel.</li> </ul>

Question Number		Indicative content
17 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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"> <li>• they may tackle only one incident, or simply retell the story, but with more detailed understanding;</li> <li>• some evidence of an awareness of the background issues and context is likely at this level.</li> </ul>
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to display accurate knowledge and understanding of the miracles/signs within their context in the Gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event;</li> <li>• the underlying messages of the incidents are likely to be examined, for example, the significance of faith and trust in Jesus in Luke, or the acceptance of Jesus and awareness of his identity for the Fourth Gospel;</li> <li>• some scholarly views may be applied.</li> </ul>
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus</li> <li>• for the Fourth Gospel, candidates are likely to understand the role the signs play in revealing who Jesus is</li> <li>• for Luke, candidates are likely to identify the significance of Jesus, who will be raised from the dead, prefiguring his own resurrection in these events</li> <li>• use of scholarship and an awareness of the whole Gospel will be typical.</li> </ul>

Question Number		Indicative content
17(b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether or why Jesus' miracles/signs were inevitably controversial.</li> </ul>
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may typically display a basic evaluation of Jesus' miracles/signs but they are likely still to have failed to draw out the full implications of their role in Jesus' ministry;</li> <li>• they may make some reference to occasions when Jesus' performance of miracles/signs is linked with a challenge, for example, Sabbath healings.</li> </ul>
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may typically show a greater awareness of the role of miracles/signs in Jesus' ministry, and the challenge they offered to his opponents;</li> <li>• they may increasingly draw on material from elsewhere in the gospel and some evaluation of the claim is likely to be evident;</li> <li>• some suggestions may be made as to what else, if anything, may have lead to controversy as well as or rather than Jesus' performing of miracles/signs.</li> </ul>
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to offer some clear assessment of the role of miracles/signs and their significance as a cause of controversy in his ministry overall;</li> <li>• they may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles/signs are used in conflict scenes in the Gospels;</li> <li>• use of scholars is likely to be confident;</li> <li>• balanced evaluation of the claim is likely to be evident.</li> </ul>

Question Number		Indicative content
18(a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to re-tell the narratives relating to the incidents, for example, for Luke, reference to the Lord's Prayer, or for the Fourth Gospel, some basic reference to details of the chosen meetings. Errors or confusions in the narrative re-telling may be evident.</li> </ul>
Level 2	6-10	<p>At this level:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• for the Fourth Gospel, candidates may tackle one meeting only, or fail to grasp the meaning of both. Some inaccuracies may be evident.</li> </ul>
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates should typically refer to textual narrative and examples, such as the parable of the friend at midnight, without relying on re-telling;</li> <li>• the views of scholars are likely to be evident at this level;</li> <li>• for the Fourth Gospel, candidates are likely to show accurate knowledge and understanding of both meetings and to put them in the context of Jesus' wider dealings with women in the Gospel.</li> </ul>
Level 4	16-21	<p>At this level:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates are likely to highlight important teachings and examples, such as the parable of the Pharisee and tax collector, Jesus' own life of prayer, or the disciples' praise in the temple at the end of the Gospel, and to extract something of their implications for Jesus' ministry;</li> <li>• they are likely to be able to build on the evidence of the whole gospel;</li> <li>• for the Fourth Gospel, candidates are likely to show a clear and full understanding of both meetings in the context of the whole gospel and to deal with important issues which arise from them;</li> <li>• some accurate knowledge of the status of women at this time is likely to distinguish candidates at this level.</li> </ul>

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

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

Question Number		Indicative content
18(b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> <li>it is likely that candidates may make some simple narrative reference to the Holy Spirit in the Gospel.</li> </ul>
Level 2	3-4	<p>At this level candidates are likely to show a greater awareness of the role of the Holy Spirit.</p> <ul style="list-style-type: none"> <li>For Luke, candidates may make reference to the descent of the Spirit at Jesus' baptism;</li> <li>for the Fourth Gospel, candidates may refer to the indwelling of the Spirit during Jesus' ministry, as witnessed by John the Baptist.</li> </ul>
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>candidates are likely to show some understanding of the role of the Holy Spirit in relation to the Old Testament and the power of Jesus;</li> <li>for Luke, reference may be made to the sermon in the synagogue at Nazareth;</li> <li>for the Fourth Gospel, candidates may allude to the sending of the Paraclete.</li> </ul>
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>candidates are likely to draw a conclusion about the relative importance of the Holy Spirit to Jesus' ministry;</li> <li>for Luke, they may refer to Jesus' sending out of the 70/72;</li> <li>they may refer to his continuing importance after Jesus' death and in the early church;</li> <li>for the Fourth Gospel, they may consider the use of water as a symbol for the Spirit.</li> </ul>

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481  
Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)  
Order Code US036758 Summer 2013

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

**Ofqual**  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

