

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE in Religious  
Studies (6RS03) Paper 01

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## Unit 3: Developments

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

### Assessing Quality of Written Communication

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

### Assessment Objective 1

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

Level	Descriptor	Marks
1	Some relevant knowledge deployed as evidence or examples to show a basic understanding of some of the issue(s) raised by the task, though limited in scope and imprecisely expressed.	1-4

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.

Low Level 1: 1 mark

shows limited awareness of issue(s) raised by the task; evidence or example(s) are tangential to the task; knowledge selected as evidence or examples is random, isolated and minimal in scope; expression lacks clarity, but the response is not worthless

Mid Level 1: 2 marks

shows a limited but clear awareness of the issue(s); some of the evidence or example(s) given are relevant to the task; knowledge selected is fragmentary, but contains valid material; expression is imprecise

High Level 1: 3-4 marks

shows a basic understanding of the issue(s); evidence or example(s) are mostly relevant to the task; knowledge selected is accurate and appropriate but limited in scope; expression has some limited clarity but remains imprecise

- 2 A sufficient range of evidence and/or examples to show understanding of some key ideas or concepts, but limited in terms of the scope of the task; communicated with a sufficient degree of accuracy to make the meaning clear. 5-9

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.

Low Level 2: 5 marks

shows a simple but straightforward awareness of some of the issue(s); supported by suitable and relevant evidence or example(s); knowledge selected to show awareness of some key ideas or concepts; expression lacks clarity but the overall meaning is accessible

Mid Level 2: 6-7 marks

shows a clear awareness of some of the issue(s); supported by some well-chosen and pertinent example(s) or evidence; knowledge selected shows basic understanding of some key ideas or concepts; expressed with some accuracy to make the meaning clear

High Level 2: 8-9 marks

shows a basic understanding of the issue(s); supported by relevant and carefully chosen evidence or examples; knowledge selected shows a sound understanding of some key ideas or concepts, but limited in terms of the scope of the task; expressed with sufficient accuracy to make the meaning clear

- 3 Relevant evidence and examples used to produce a clearly structured response to the task, offering sufficient breadth and/or depth to indicate a broad understanding of the main issue(s); expressed clearly and accurately, using some technical terms. 10-14

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.

Low Level 3: 10 marks

identifies and shows a general understanding of some of the main issue(s); uses relevant evidence and examples as the basis for an organised response to the task; knowledge selected shows some evidence of breadth and/or depth of understanding; a generally clear account using some technical terms

Mid Level 3: 11-12 marks

shows a broad and/or in depth understanding of some of the main issue(s); an organised response to the task deploying evidence and examples carefully; knowledge selected shows sufficient evidence of breadth and/or depth of understanding; expressed clearly using some technical vocabulary

High Level 3: 13-14 marks

offers a broad and/or in depth understanding of the main issue(s); evidence and examples selected to produce a well-organised account; knowledge includes detail and/or general ideas; expressed clearly and accurately using technical vocabulary

- 4 A coherent response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to show a clear understanding of the main issue(s) raised; expressed accurately and fluently, and using a range of technical vocabulary. 15-18

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.

Low Level 4: 15 marks

presents a generally clear understanding of the main issue(s); a well organised account with a range of evidence and examples to support understanding; draws together broad and/or detailed ideas into a generally concise structure; expressed clearly using technical language

Mid Level 4: 16 marks

presents explanations to show understanding of the main issue(s); a range of examples and relevant evidence are deployed to give a clear and concise structure; understanding is shown by fluency in the use of appropriate ideas and concepts; expressed accurately and clearly using technical language widely

High Level 4: 17-18 marks

a comprehensive response to the task; with a clear focus and emphasis on explaining and developing the main issues; supported by a range of examples and evidence to show breadth and/or depth of understanding; a clear and concise structure built around key ideas; expressed lucidly, using technical vocabulary with facility

## Assessment Objective 2

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

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

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



elegance. In that case, quality of written communication will raise the mark by a sub-band.

### Philosophy of Religion

Question 1a			
	(i)		(18)
	(ii)		(12)
Level	Mark	AO1	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two ideas associated with the ontological argument.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few terms linked to the ontological argument</li> <li>• a basic account of a few ideas associated with the ontological argument.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some basic ideas about the meaning of God</li> <li>• ideas about different types of existence</li> <li>• the key stages in the ontological argument.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the ontological argument with an understanding of its assumptions and methods</li> <li>• the distinctive contributions of <i>a priori</i> reasoning and the distinctive line of reasoning in one or more versions</li> <li>• distinctive concepts such as aseity, necessary existence</li> <li>• scholarly contributions.</li> </ul>	



<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few weaknesses of the argument.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the view that the argument does not provide information about reality</li> <li>• the notion that definitions do not bring objects into existence.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• problems about definitions of God</li> <li>• difficulties associated with concepts of existence, necessary existence and predicates</li> <li>• problems about the nature and purpose of the argument.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• diverse interpretations of distinctive features which may further weaken the argument</li> <li>• limitations of <i>a priori</i> reasoning</li> <li>• complexities about concepts of existence and their implications</li> <li>• scholarly opinions.</li> </ul>

<b>Question 1b</b>			
	(i)		<b>(18)</b> <b>)</b>
	(ii)		
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
<b>I</b>			
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two accounts of religious experience.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some key features of religious experience</li> <li>• some basic ways in which this evidence is used as an argument for the existence of God.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the key ideas associated with the claim that these experiences come from God</li> <li>• the underlying ideas of the subjective origins of religious experience</li> <li>• some key ideas such as the principle of credulity.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of types of relevant arguments such as inductive and <i>a posteriori</i> methods</li> <li>• views about the objective basis of this argument compared to subjective versions</li> <li>• the implications of diverse and conflicting versions of arguments based on religious experience</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few ideas related to the argument based on religious experience.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a basic understanding of the strengths of the selected topic</li> <li>• a simple assessment of its weaknesses.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• a range of strengths of the selected topic</li> <li>• key weaknesses of the topic</li> <li>• a considered judgement of these strengths and weaknesses.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may: <ul style="list-style-type: none"> <li>• evaluate the fundamental strengths of the selected topic</li> <li>• discuss the evidence and reasons for these strengths with an assessment of their key weaknesses</li> <li>• consider the justification or otherwise of the selected topic</li> <li>• debate scholarly opinion.</li> </ul>

Question 2a		
	(i)	(18)
	(ii)	(12)
<b>Level I</b>	<b>Mark</b>	<b>AO1</b> If candidates examine more than one example read all the material and credit the best one.
1	1-4	<i>Levels Descriptor</i>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of belief in life after death.</li> </ul>
2	5-9	<i>Levels Descriptor</i>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few basic terms related to the selected belief</li> <li>• simple, prominent features of the belief.</li> </ul>
3	10-14	<i>Levels Descriptor</i>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key terms and concepts in the selected belief</li> <li>• important emphases in the belief</li> <li>• the basis of this belief such as a dualism.</li> </ul>
4	15-18	<i>Levels Descriptor</i>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the belief which may include its philosophical basis</li> <li>• its key features used to highlight distinctive ideas</li> <li>• reasons and evidence which underpin this belief</li> <li>• scholarly contributions.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of a second belief in life after death.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the leading characteristics of this second belief</li> <li>• a simple account of its strengths.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• the key features of this second belief to highlight its significant features</li> <li>• core ideas about its strengths</li> <li>• an overview of these strengths compared to the topic selected in part (i).</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the respective roles of evidence in these two beliefs with a consideration of their strengths</li> <li>• the strengths and the coherence of the reasoning across these two systems and why one may be seen as stronger than the other</li> <li>• the overall justification of the second position in contrast to the first belief</li> <li>• scholarly opinions.</li> </ul>

Question 2b			
	(i)		(18)
	(ii)		(12)
<b>Level I</b>	<b>Mark</b>	<b>AO1</b> If candidates examine just one topic they cannot normally proceed to level 3. If they examine more than two read all the material and credit the best two.	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of religious language.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic ideas of one bullet point</li> <li>• a few ideas about the second bullet point.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key, distinctive features of one type of religious language</li> <li>• major characteristics of a second type</li> <li>• some complex features of these examples.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the complexity of two types of religious language</li> <li>• reasons why these are complex and implications arising from this</li> <li>• the complexity in order to draw out the subtlety of the topics</li> <li>• scholarly contributions.</li> </ul>	



<b>Level</b>	<b>Mark</b>	<b>AO2</b>
<b>I</b>		If candidates discuss both topics read all the material and credit the best one.
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas of the selected topic.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the key features of the selected topic</li> <li>• a simple view about the rejection of religious language.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• the main ideas of the selected topic</li> <li>• the reasons why this topic leads to the rejection of religious language</li> <li>• a basic counter argument highlighting the strength of religious language.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the evidence and reasons why the selected topic leads to the rejection of religious language</li> <li>• the strengths and weaknesses of the arguments leading to this rejection</li> <li>• the overall justification or otherwise of the attempted rejection of religious language</li> <li>• scholarly opinion.</li> </ul>

## Ethics

Question Number	Indicative content	
<b>3 (a)</b>	<b>(i)</b>	
<b>Indicative content</b> If candidates examine only one critique they cannot normally proceed to level 3		
Level	Mark	AO1
		<b>If candidates cover one critique only, they cannot normally proceed to level 3.</b>
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified one or two key features of one <i>or</i> two critiques of the link between religion and morality. Case studies and illustrations may be used descriptively and it is unlikely that candidates' responses will be based on scholarly foundations.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have correctly identified some key features of one <i>or</i> two critiques of the link between religion and morality but at a limited level in terms of length and depth and with little or no understanding of their more conceptual principles;</li> <li>• case studies or illustrations may be used descriptively and their understanding is less likely to extend to an appreciation of the way in which they may undermine religious morality.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to focus on the key features of two critiques of the link between morality and religion with greater focus on the content of the critiques rather than the conceptual issues which arise from it;</li> <li>• it will be clear that the candidate has understood the critiques and is in a position to evaluate them.</li> <li>• case studies will be used more analytically, if at all, and candidates will typically show an understanding of how the chosen critiques attempt to undermine the link between religion and morality.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to present an extensive account of two critiques of the link between morality and religion, for example, moral, sociological, psychological or ideological critiques;</li> <li>• they are likely to demonstrate a clear understanding of their principles;</li> <li>• a range of scholarly ideas and limited case studies are typical;</li> <li>• candidates are likely to demonstrate a clear understanding of why this position offers a critique of traditional understandings of the possible relationship between religion</li> </ul>

		and morality, such as divine command ethics or the view that morality is dependent upon religion.
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Question Number		Indicative content
<b>3 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to struggle to express a view as to whether the critiques have proved persuasive and may rely on repeating material from (i).</li> </ul>
<b>Level 2</b>	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express a view regarding the strengths and weaknesses of the chosen critiques arriving at a simple conclusion;</li> <li>• they may make some use of the wording of the question.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered one or more clear opinions as to the relative strength/weakness of the chosen critiques and their persuasiveness in terms of weakening the link between religion and morality;</li> <li>• some attempt may be made to reach a balanced conclusion;</li> <li>• some scholarly material may be deployed.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to offer clear opinions as to the relative weaknesses and strengths of the chosen critiques;</li> <li>• they are likely to make use of the contributions of key scholars as well as informed personal opinion;</li> <li>• a balanced conclusion is likely to be offered as to how persuasively they undermine the link between religion and morality;</li> <li>• candidates may also consider whether other critiques are more successful than those they have offered in (i).</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(i)</b>	<p>Examine the significant concepts of <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Natural Moral Law</li> <li>• Deontology</li> <li>• Virtue Ethics</li> </ul> <p style="text-align: right;">(18)</p>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified one or more key features of the chosen ethical theory and case studies may be used descriptively.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have correctly identified a range of key features of the chosen theory but at a limited level in terms of length and depth and with little or no understanding of the broader ethical principles;</li> <li>• case studies may still be used descriptively rather than analytically.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to focus on the key features of their chosen theory, possibly still from the angle of content of the particular theory but with more attention to the conceptual issues arising from the moral philosophical approach;</li> <li>• candidates may consider the religious thinking behind the theory;</li> <li>• case studies will be used more analytically, if at all.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to present an extensive account of their chosen theory, for example, for Natural Moral Law, demonstrating a clear understanding of principles of absolutism, <i>a priori</i> ethics, and moral realism based on or influenced by religious or non-religious views of the world, the concept of duty, morality as accessible to all humans through use of reason;</li> <li>• for Virtue Ethics, they may consider the concepts of human flourishing, <i>eudaimonia</i> and the Golden Mean;</li> <li>• for Deontology, they may consider Kant's formulae of right action or <i>prima facie</i> duties;</li> <li>• use of modern and classical scholars is likely to be evident.</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have given one or more strengths or weaknesses of their selected theory but with little or no consideration of their relative value in terms of whether it can survive criticism.</li> </ul>
<b>Level 2</b>	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express a view regarding the strengths and weaknesses of their chosen theory;</li> <li>• they are likely to arrive at a simple conclusion, possibly referring to the wording of the question.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered one or more opinions as to the relative strengths and weaknesses of their chosen theory;</li> <li>• a clearer understanding of the wording of the question is likely to be evident;</li> <li>• candidates' responses are likely to be supported by the views of scholars.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered clear opinions as to whether their chosen theory fails to survive criticisms against it;</li> <li>• they are likely to make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion;</li> <li>• the wording of the question will be clearly in focus;</li> <li>• the value of alternative theories may be offered by way of contrast.</li> </ul>

Question Number		Indicative content
<b>4 (a)</b>	<b>(i)</b>	
<b>Indicative content</b> If candidates examine only law OR punishment they cannot normally proceed to level 3		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates are likely to show some simple knowledge of the concepts but it will be undeveloped and lack scholarly reference: <ul style="list-style-type: none"> <li>for example, they may identify the meaning of key terms or identify one or more purposes of punishment.</li> </ul>
<b>Level 2</b>	5-9	Candidates will show some knowledge and understanding of the two concepts in their broader context, but are likely to be dependent on simple illustrations: <ul style="list-style-type: none"> <li>with reference to law, candidates may consider ideas of fairness in its application;</li> <li>candidates may consider the role of law as a mediator of punishment.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to offer a reasonably full knowledge and understanding of the two concepts: <ul style="list-style-type: none"> <li>they are likely to demonstrate accurate theoretical and practical material;</li> <li>some reference to the work of appropriate scholars may be made;</li> <li>some case studies may be used with more discursive, than descriptive value.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to demonstrate a full knowledge and understanding of the chosen concept: <ul style="list-style-type: none"> <li>reference is likely to be made, where appropriate, to relevant scholars and theoretical approaches;</li> <li>practical examples are likely to be used against a scholarly background, such as the work of Bentham;</li> <li>candidates may consider the relationship between law and punishment and ethical theories;</li> <li>use of case studies will enhance, not detract from, the theoretical concepts discussed.</li> </ul>

Question Number		Indicative content
<b>4 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>Candidates are likely to show a basic awareness of justice:</p> <ul style="list-style-type: none"> <li>• they may make a simple descriptive observation about the issues they raise for the relationship between the three concepts.</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates are likely to express one or more simple ideas about justice:</p> <ul style="list-style-type: none"> <li>• candidates may consider the problems they raise for law and punishment;</li> <li>• use may be made of a simple case study or personal opinion.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates are likely to raise one or more legitimate problems and/or advantages raised by the concepts and their relationship:</p> <ul style="list-style-type: none"> <li>• candidates may consider how far, and for what reasons, the law should allow for relative or subjective judgments;</li> <li>• they may consider the notion that justice must be an objective concept;</li> <li>• consideration may be made of how far these concepts allow for interpretation and renewal.</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates are likely to have demonstrated a clear understanding of possible issues raised for all three concepts:</p> <ul style="list-style-type: none"> <li>• they are likely to offer well considered conclusions as to the value of the relationship between them;</li> <li>• conclusions are likely to be supported by substantiated personal opinion and/or use of scholars;</li> <li>• candidates may consider the role of justice or law and punishment in society;</li> <li>• they may apply some use of ethical theories to the concepts in order to reach a conclusion.</li> </ul>



Question Number		Indicative content
<b>4(b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level, candidates are likely to make one or two simple observations about ethical language: <ul style="list-style-type: none"> <li>• they may make the observation that ethical language deals with attempts to define what is 'good'.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates are likely to develop a fuller range of ideas identifying the problems of ethical language: <ul style="list-style-type: none"> <li>• they may consider attempts to identify 'good' as a natural property;</li> <li>• candidates may raise the problem of the naturalistic fallacy.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to identify a range of clear problems raised by the use and meaning of ethical language: <ul style="list-style-type: none"> <li>• they may consider emotivism as a way of interpreting the use of ethical language;</li> <li>• candidates may explore issues of intuitionism;</li> <li>• use may be made of appropriate examples in an analytic manner.</li> </ul>
<b>Level 4</b>	15-18	At this level, candidates are likely to demonstrate an awareness of a wide range of problems and uses of ethical language: <ul style="list-style-type: none"> <li>• they may explore the problem of making value judgments;</li> <li>• candidates may consider the problems raised by attempts to verify ethical language claims;</li> <li>• they may consider issues such as prescriptivism and/or particularism;</li> <li>• case studies and examples are likely to be used critically and candidates are likely to make good use of well chosen scholars.</li> </ul>

Question Number		Indicative content
<b>4 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level, candidates are likely to make a simple observation: <ul style="list-style-type: none"> <li>• they may offer a simple outline of some ideas of emotivism.</li> </ul>
<b>Level 2</b>	4-6	Candidates are likely to make an assessment of the value of emotivism as a solution to the problems: <ul style="list-style-type: none"> <li>• for example, they may consider that it allows for ethical language to be understood subjectively;</li> <li>• they may refer to ethical language as expressing feelings.</li> </ul>
<b>Level 3</b>	7-9	At this level candidates are likely to explore a range of ways in which these problems may be solved by emotivism, with greater relevant focus on the wording of the question: <ul style="list-style-type: none"> <li>• for example, they may consider the relationship between logical positivism and emotivism;</li> <li>• they may refer to ethical language as expressing preferences;</li> <li>• they may consider whether this is a valid way to understand ethical language.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely, at this level, to make a comprehensive assessment of ways in which these problems may be solved or remain unsolved: <ul style="list-style-type: none"> <li>• for example, they may consider the view that ethical language does not express facts;</li> <li>• they may consider whether ethical language is used persuasively;</li> <li>• they are likely to extend the discussion of the effectiveness of emotivism as a way of understanding ethical claims;</li> <li>• they are likely to offer some challenges to emotivism and reasons to return to a cognitive understanding of ethical language.</li> </ul>

## Buddhism

Question 5a		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
1	1-4	<i>Levels Descriptor</i>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Ashoka's life.</li> </ul>
2	5-9	<i>Levels Descriptor</i>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some simple information about his background</li> <li>• a few key features of his life.</li> </ul>
3	10-14	<i>Levels Descriptor</i>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a few Buddhist characteristics at that time</li> <li>• ideas about kingship and authority at that time</li> <li>• some of these influences on his life and work.</li> </ul>
4	15-18	<i>Levels Descriptor</i>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the religious and historical background to the era prior to Ashoka</li> <li>• some significant innovations that Ashoka made to Buddhist practice</li> <li>• some important teachings in the Edicts reflecting his background such as the interpretation of dharma</li> <li>• scholarly contributions.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of the Edicts.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the background to the Edicts</li> <li>• one or two key teachings such as the 'social welfare scheme'.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• relations to other religious traditions</li> <li>• little emphasis on meditation but stress on moral issues in the Edicts</li> <li>• the social implications of Buddhism.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the claim that the Edicts show Ashoka's distinctive interpretation of Buddhism</li> <li>• the emphasis on dharma as a social welfare scheme compared to right wisdom and right meditation</li> <li>• his distinctive focus on the spread of Buddhism</li> <li>• scholarly opinion including queries of his Buddhist influence.</li> </ul>

<b>Question 5b</b>			
	(i)		(18)
	(ii)		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Zen Buddhism.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic features of Zen practice</li> <li>• a simple account of some Zen beliefs.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key ideas about enlightenment</li> <li>• the status of teacher-pupil relationship</li> <li>• contributions of key masters.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the emergence of Zen and influences on development of Zen</li> <li>• notions about direct enlightenment linked to distinctive methods</li> <li>• simplicity and naturalness in its beliefs and practices</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about Zen.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• some characteristic features of Zen practice</li> <li>• some emphases in Zen beliefs.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• rejection of many earlier Buddhist features</li> <li>• stress on distinctive methods to achieve enlightenment</li> <li>• its emphasis on links to a range of cultural and social features.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the claim that Zen represents a radical transformation of Buddhism</li> <li>• Zen critiques of attachments to formalised beliefs, routine religious practices and scholastic literature</li> <li>• the evidence for and against a radical transformation such as the view that the changes may be more an issue of style than content</li> <li>• scholarly opinion.</li> </ul>

<b>Question 6a</b>			
	(i)		(18)
	(ii)		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two examples of suffering.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• examples of suffering in the life and work of the Buddha</li> <li>• links between change and suffering.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a few key ideas linked to dukkha such as attachment</li> <li>• the association of dukkha with anatta</li> <li>• the place of dukkha within the Eight-fold Path</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• an understanding of the meanings of dukkha in order to highlight its significance</li> <li>• the distinctive ideas about dukkha in the context of the three signs of being</li> <li>• key ideas about the origins of dukkha and ways to liberation</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about suffering.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• an understanding of the origins of dukkha</li> <li>• the links between this understanding and nirvana.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• clear links between understanding dukkha and liberation</li> <li>• an understanding of nirvana</li> <li>• ways to achieve nirvana.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the relationship between understanding dukkha and achieving nirvana</li> <li>• significant contributions from the set texts relevant to this topic</li> <li>• the relative importance of understanding dukkha in relation to nirvana in that such understanding is intended to be cast aside in the path to nirvana</li> <li>• scholarly opinion.</li> </ul>



Question 6b		
	(i)	(18)
	(ii)	(12)
<b>Level I</b>	<b>Mark</b>	<b>AO1</b> If candidates examine one bullet point they normally cannot proceed to level 3. If they examine more than two topics, read all the material and credit the best two.
1	1-4	<i>Levels Descriptor</i>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of the Bodhisattva doctrine.</li> </ul>
2	5-9	<i>Levels Descriptor</i>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• narrative material on one or two Bodhisattvas</li> <li>• a few ideas linked to the Bodhisattvas.</li> </ul>
3	10-14	<i>Levels Descriptor</i>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• two bullet points showing their importance for understanding the Bodhisattva doctrine</li> <li>• links with Mahayana beliefs</li> <li>• links with the stages and perfections of the Bodhisattva way.</li> </ul>
4	15-18	<i>Levels Descriptor</i>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• an understanding of Mahayana beliefs influencing ideas about the Bodhisattva way</li> <li>• why these terms are significant within the Bodhisattva doctrine</li> <li>• links with the relevant set texts</li> <li>• scholarly contributions.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about Bodhisattvas.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• key features of Theravada Buddhism</li> <li>• basic differences between Theravada and the Bodhisattva doctrine.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• a contrast between the arahat and Bodhisattva ideals.</li> <li>• differences of key beliefs between Theravada and Mahayana Buddhism.</li> <li>• the differences between Tri-kaya and buddhology.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• some major different emphases between Theravada and Mahayana</li> <li>• the contrasts between their respective beliefs and practices</li> <li>• the complexities within this topic and the close links between Theravada and Mahayana Buddhism</li> <li>• scholarly contributions.</li> </ul>

## Christianity

Question Number		Indicative content
<b>7 (a)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1 Bonhoeffer used as an exemplar but could also be Liberation theology
<b>Level 1</b>	1-4	Candidates may deal: <ul style="list-style-type: none"> <li>• briefly with Bonhoeffer’s writings or his role in reaction to the persecution of the Christian Churches in Nazi Germany.</li> </ul>
<b>Level 2</b>	5-9	Candidates may: <ul style="list-style-type: none"> <li>• deal with Bonhoeffer’s work in response to the persecution of the Churches by the Nazis</li> <li>• include some elements of his teaching such as his abandoning of his earlier pacifist stance to resist the Nazis.</li> </ul>
<b>Level 3</b>	10-14	Candidates may deal with: <ul style="list-style-type: none"> <li>• his work in more detail such as the details of the bomb plot</li> <li>• Jesus the man for others</li> <li>• a range of Bonhoeffer’s teachings such as his concept of cheap grace, religionless Christianity.</li> </ul>
<b>Level 4</b>	15-18	Candidates may show a: <ul style="list-style-type: none"> <li>• coherent response to an understanding of his work and teaching</li> <li>• comprehensive account of his work among the Churches and in his writings which may include his letters to pastors serving in the army on the Eastern front</li> <li>• developed analysis of his teaching showing what influences there were in his writings such as Luther or Barth.</li> <li>• regard to scholarly opinion.</li> </ul>

Question Number		Indicative content
<b>7 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may: <ul style="list-style-type: none"> <li>• make a simple argument such as that he is to be regarded as a modern martyr.</li> </ul>
<b>Level 2</b>	4-6	Candidates may show that Bonhoeffer: <ul style="list-style-type: none"> <li>• tried to put his faith into action</li> <li>• may help Christians today to do the same.</li> </ul>
<b>Level 3</b>	7-9	Candidates may show: <ul style="list-style-type: none"> <li>• the quality of example expressed in his willingness to identify with his people to the point of death</li> <li>• the radical nature of his writing such as <i>The Cost of Discipleship</i></li> <li>• that the fragmentary knowledge of his teaching makes a complete assessment impossible.</li> </ul>
<b>Level 4</b>	10-12	Candidates may: <ul style="list-style-type: none"> <li>• emphasise the difficulties of assessment because of the incompleteness of much of our knowledge of his theology</li> <li>• deal with the development of his work and his influence on those who followed him such as JAT Robinson</li> <li>• build a coherent argument leading to a conclusion</li> <li>• use scholarly opinion that will attempt to assess his significance within the modern world.</li> </ul>

Question Number	Indicative content	
<b>7 (b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
If candidates answer with reference to more than one practice read all the material and credit the best one.		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may present a basic account of: <ul style="list-style-type: none"> <li>• a modern situation e.g. action in Nazi Germany, Ecumenism or Interfaith today.</li> </ul>
<b>Level 2</b>	5-9	Candidates may identify some key ideas about : <ul style="list-style-type: none"> <li>• the issues arising but in a simple way</li> <li>• their significance today focusing on the demands of the question.</li> </ul>
<b>Level 3</b>	10-14	Candidates may: <ul style="list-style-type: none"> <li>• deal clearly with the different issues arising from the practice in a more systematic way</li> <li>• include a clearer analysis of these issues</li> <li>• demonstrate differences both within and between denominational stances.</li> </ul>
<b>Level 4</b>	15-18	Candidates may show evidence of selecting and adapting material in order to present a coherent answer. They may: <ul style="list-style-type: none"> <li>• examine Ecumenism , Interfaith et al in much greater depth</li> <li>• examine a more detailed analysis of the Christian basis of the practice</li> <li>• demonstrate an understanding of the debate about whether this practice is justified</li> <li>• develop these issues in the light of the views of modern scholars and modern Church teaching.</li> </ul>

Question Number		Indicative content
<b>7 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-4	Candidates may present a simple argument: <ul style="list-style-type: none"> <li>• about the selected practice but without adequate attention to the question.</li> </ul>
<b>Level 2</b>	5-9	Candidates may: <ul style="list-style-type: none"> <li>• clarify a basic argument about how the practice chosen has significance for Christians.</li> <li>• begin to show its relevance to the modern world.</li> </ul>
<b>Level 3</b>	10-14	Candidates may: <ul style="list-style-type: none"> <li>• weigh up the significance not just for the Church but for those in the wider community</li> <li>• debate different views of its significance</li> <li>• consider alternative stances.</li> </ul>
<b>Level 4</b>	15-18	Candidates may: <ul style="list-style-type: none"> <li>▪ analyse just how Christian a practice it might be</li> <li>▪ show its roots in Christian teaching</li> <li>▪ show an effective use of scholarly debate</li> <li>▪ reach a justifiable conclusion.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1 If candidates answer with reference to more than one belief read all the material and credit the best one. Exemplar here is Trinity
<b>Level 1</b>	1-3	Candidates may: <ul style="list-style-type: none"> <li>• make simple statements about the Trinity, e.g. that it cannot be challenged.</li> </ul>
<b>Level 2</b>	4-6	Candidates may: <ul style="list-style-type: none"> <li>• offer a more developed understanding of the nature of the Trinity</li> <li>• deal with some of the difficulties in reconciling the one with the three.</li> </ul>
<b>Level 3</b>	7-9	Candidates may: <ul style="list-style-type: none"> <li>• offer a more developed understanding of the modern Trinitarian teaching</li> <li>• include ideas of substance and person</li> <li>• consider the development though the Early Church councils.</li> </ul>
<b>Level 4</b>	10-12	Candidates may: <ul style="list-style-type: none"> <li>• develop the discussion in a fuller way</li> <li>• consider one of the challenges to orthodox view, eg Haight</li> <li>• analyse the works of scholars such as that of Rahner or Schillebeeckx</li> <li>• reach a justifiable conclusion.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may: <ul style="list-style-type: none"> <li>• make simple statements in defence of the traditional view of the Trinity.</li> </ul>
<b>Level 2</b>	4-6	Candidates may: <ul style="list-style-type: none"> <li>• make a case for keeping the traditional view of the Trinity</li> <li>• accept that modern challenges may be made.</li> </ul>
<b>Level 3</b>	7-9	Candidates may examine: <ul style="list-style-type: none"> <li>• the significance of the traditional view for today</li> <li>• opposing views within the modern Church</li> <li>• the challenges facing Christian theology today.</li> </ul>
<b>Level 4</b>	10-12	Candidates may: <ul style="list-style-type: none"> <li>• evaluate fully the significance for today</li> <li>• use critical scholarship to build a case in defence or not of the traditional view</li> <li>• introduce the issue of Revelation from other faiths</li> <li>• reach a conclusion as a result of argument.</li> </ul>



Question Number		Indicative content
<b>8 (b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may: <ul style="list-style-type: none"> <li>• present a basic account of these beliefs.</li> </ul>
<b>Level 2</b>	5-9	Candidates may identify some key ideas: <ul style="list-style-type: none"> <li>• about the nature of death in general terms</li> <li>• about the nature of eternal life in general terms.</li> </ul>
<b>Level 3</b>	10-14	Candidates may: <ul style="list-style-type: none"> <li>• include a more coherent understanding of the teaching about death and eternal life</li> <li>• deal with the resurrection of Jesus</li> <li>• deal with personal or general eschatology.</li> </ul>
<b>Level 4</b>	15-18	Candidates may: <ul style="list-style-type: none"> <li>• examine eschatological teaching in relation to some Biblical texts compare and contrast various interpretations</li> <li>• present some of the problems of the natures of the soul and personal identity</li> <li>• consider the work of scholars in relation to these beliefs.</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may present a simple argument about: <ul style="list-style-type: none"> <li>• the life to come.</li> </ul>
<b>Level 2</b>	4-6	Candidates may clarify a basic argument about: <ul style="list-style-type: none"> <li>• the way scriptural texts deal with the nature of death and eternal life</li> <li>• their significance for today.</li> </ul>
<b>Level 3</b>	7-9	Candidates may: <ul style="list-style-type: none"> <li>• weigh up differing views about death and eternal life</li> <li>• debate what significance this teaching has</li> <li>• achieve this by considering alternative stances.</li> </ul>
<b>Level 4</b>	10-12	Candidates may: <ul style="list-style-type: none"> <li>▪ show a more confident approach towards the texts and their significance today</li> <li>▪ evaluate how some are of more significance than others</li> <li>▪ show effective use of scholarly debate</li> <li>▪ reach a justifiable conclusion.</li> </ul>

## Hinduism

Question 9a		
	(i)	(18)
	(ii)	(12)
Level	Mark	AO1
		If candidates examine one figure only they cannot normally proceed to level 3. If they examine all three figures read all the material and credit the best two.
1	1-4	<i>Levels Descriptor</i>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of one of these figures.</li> </ul>
2	5-9	<i>Levels Descriptor</i>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some biographical material from one figure</li> <li>• a few ideas about a second figure.</li> </ul>
3	10-14	<i>Levels Descriptor</i>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• selected biographical material linked to some of the key ideas of one figure</li> <li>• selected biographical material linked to some key ideas of a second figure</li> <li>• the two selected figures by means of a comparative study.</li> </ul>
4	15-18	<i>Levels Descriptor</i>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• an understanding of the two selected figures used in order to highlight comparative issues</li> <li>• comparative points related to their respective beliefs/teachings</li> <li>• comparative issues based on their key emphases and work</li> <li>• scholarly contributions.</li> </ul>

	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas linked to one of the selected figures.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a consideration of the importance of one of these figures</li> <li>• a consideration of the relative importance of a second figure.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• evidence of the significance of the two figures</li> <li>• problems and criticisms made of the two selected figures</li> <li>• a basic understanding of their limited significance.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the evidence and reasons for the limited significance of these figures</li> <li>• the influence and following these two figures had and an assessment of their contributions for the development of Hinduism</li> <li>• an alternative interpretation in which one of these figures is thought to have greater significance and be more influential for the development of Hinduism</li> <li>• scholarly opinion.</li> </ul>

<b>Question 9b</b>			
	(i)		(18)
	(ii)		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features about Gandhi.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some biographical features</li> <li>• a simple account of his methods.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• evidence of Gandhi as an orthodox Hindu</li> <li>• evidence of Gandhi as a reformer</li> <li>• the complex roles of Gandhi.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context to Gandhi's range of religious, social and political activities</li> <li>• the reasons and evidence for the various stances Gandhi took in a range of his activities</li> <li>• the differences of approach in Gandhi's life and work with an understanding of any underlying unifying principles</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about Gandhi.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• evidence of controversial work by Gandhi</li> <li>• biographical material linked to criticisms.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• criticisms of his religious activities</li> <li>• criticisms of his social acts</li> <li>• criticisms of his political role.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• significant criticisms made against Gandhi</li> <li>• reasons for this range of criticisms</li> <li>• the justification or otherwise of these criticisms</li> <li>• scholarly opinion.</li> </ul>

<b>Question 10a</b>			
	(i)		(18)
	(ii)		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features associated with Brahman.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few beliefs about Brahman</li> <li>• Brahman and creation.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• links with Vishnu and Shiva</li> <li>• links with sacrifice</li> <li>• links with Atman.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• an understanding of the status of Brahman and different emphases during different eras</li> <li>• different implications for Hindu responses from sacrifices to asceticism</li> <li>• ideas about Brahman in different schools with different emphases including Shankara and Ramanuja</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about Brahman.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a basic view about the status of Brahman</li> <li>• a basic idea about monotheism.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• evidence of belief in Brahman as absolute</li> <li>• monotheism and Brahman-Atman identity</li> <li>• implications for development of Hindu thought about monotheism.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the Hindu range of interpretations about Brahman and monotheism including Advaita and Vishishtadvaita</li> <li>• complexity of beliefs about Brahman as immanent and transcendent, and Brahman viewed as pantheistic and also monotheistic</li> <li>• relevant parts of the set texts and their implications for this topic</li> <li>• scholarly opinion.</li> </ul>



<b>Question 10b</b>			
	(i)		(18)
	(ii)		(12)
<b>Level I</b>	<b>Mark</b>	<b>AO1</b> If candidates examine fewer than three ideas they cannot normally proceed to level 3. If they examine more than three ideas read all the material and credit the best three.	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two ideas from the Katha Upanishad.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some narrative material about Naciketas</li> <li>• a basic account of an important idea within the Katha Upanishad.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the structure of Yama’s instruction of Naciketas and his wishes</li> <li>• some key ideas</li> <li>• the importance of these ideas in this source.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of this Upanishad and its key ideas</li> <li>• key terms in order to understand three key ideas</li> <li>• implications for Hindu belief and practice</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas in the Katha Upanishad.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• some beliefs that become basic to the development of Hinduism</li> <li>• this may include notions about the self and life after death.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• significance of ideas about death</li> <li>• some beliefs about life after death</li> <li>• notions about self.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the significance of the Katha Upanishad for Hindus in terms of the range of its seminal ideas</li> <li>• implications for beliefs and to a lesser extent practices</li> <li>• views of various Hindu teachers about this text such as Radhakrishnan</li> <li>• scholarly opinion.</li> </ul>

## Islam

Question 11a		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b> If candidates examine fewer than three features they cannot normally proceed to level 3. If they examine more than three features, read all the material and credit the best three.
1	1-4	<i>Levels Descriptor</i>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of this period.</li> </ul>
2	5-9	<i>Levels Descriptor</i>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few ideas about leadership</li> <li>• some material on Abu Bakr.</li> </ul>
3	10-14	<i>Levels Descriptor</i>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a few details about some Caliphs</li> <li>• some descriptive material on the Umayyad dynasty</li> <li>• military features.</li> </ul>
4	15-18	<i>Levels Descriptor</i>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of this period in terms of the status of Muhammad and leadership issues</li> <li>• a range of differences between dynasties</li> <li>• the beginnings of Sunni and Shi'ah</li> <li>• scholarly contributions.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2 Authority is selected as the exemplar of the most influential features in this mark scheme</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features about this period.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• idea of leadership as a family line of the ruler</li> <li>• ideas of leadership via elections.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• clarification of the authority of Imams and associated beliefs</li> <li>• basic ideas about Sunni/Shi'ah interpretations of authority</li> <li>• notions of leadership across different countries/cultures.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the context of ideas about authority relative to Sunni/Shi'ah divisions</li> <li>• a range of terms and their significance such as shaykh, imam and caliph</li> <li>• the diverse and complex range of themes related to authority in the development of Islam</li> <li>• scholarly opinion.</li> </ul>

<b>Question 11b</b>			
	(i)		(18)
	(ii)		(12)
<b>Level I</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of the Muslim state.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a generalised recent history of the selected state</li> <li>• an account of various Muslim practices in the selected state.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key historical features and recent political activities in the selected state</li> <li>• the major type of influence such as Sunni or Shi'ah</li> <li>• some characteristic practices in this state.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• an understanding of the history and politics and their impact on the selected state</li> <li>• the major characteristics of the beliefs and practices in this state</li> <li>• ways in which these features influence culture, family life and gender issues</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
<b>I</b>		Candidates may refer to the country selected in part (i) but there is no requirement to do so.
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about this state.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• one or two Muslim movements within the country and their agenda and influence</li> <li>• evidence of preservation within Muslim countries.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• the relationship between politics and the Muslim majority and their overall combined influence</li> <li>• evidence of preservation of Islamic beliefs and practices</li> <li>• evidence of adaptation of various Islamic customs.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the thrust of the quotation about tensions between preservation and adaptation with evidence and reasons</li> <li>• the view that this tension is characteristic of the modern period</li> <li>• alternative interpretations including the view that in a selected country the tensions may not exist in any substantial form</li> <li>• scholarly opinion.</li> </ul>

Question 12a		
	(i)	
	(ii)	
		<b>(18)</b>
		<b>(12)</b>
<b>Level I</b>	<b>Mark</b>	<b>AO1</b> If candidates do not examine sura 2 and opt for two of suras 1, 96 or 112 they cannot normally proceed to level 3 if they only examine one sura. If they examine all three read all the material and credit the best two.
1	1-4	<i>Levels Descriptor</i>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of the suras.</li> </ul>
2	5-9	<i>Levels Descriptor</i>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• one or two key beliefs in the selected sura(s)</li> <li>• one or two implications for Muslim practice.</li> </ul>
3	10-14	<i>Levels Descriptor</i>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• leading ideas and beliefs</li> <li>• key themes/topics</li> <li>• key figures and prophets.</li> </ul>
4	15-18	<i>Levels Descriptor</i>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the key ideas in the selected sura(s)</li> <li>• the significance of prominent beliefs such as revelation, ideas about the unity of Allah and prophecy</li> <li>• emphases on submission and practices</li> <li>• scholarly contributions.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about the selected sura(s).</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• basic views about implications for belief</li> <li>• simple notions about implications for practice.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• leading themes about Allah</li> <li>• implications arising from tawhid for Muslim practice</li> <li>• revelation and status of Muhammad's message.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the implications from the sura(s) for Muslim belief and practice highlighting the status of the Qur'an</li> <li>• the features of Muslim belief and practice vis-a-vis unbelievers</li> <li>• contemporary issues arising from these topics</li> <li>• scholarly opinion.</li> </ul>



<b>Question 12b</b>			
	(i)		(18)
	(ii)		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features about Sufism.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic outline of some Sufi beliefs</li> <li>• a summary of some Sufi practices.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of discipline within Islamic practice</li> <li>• some basic material on mysticism</li> <li>• the contributions of some Sufi teachers on these topics.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the significance of various Sufi teachers concerning Sufi practice</li> <li>• the evidence for the development of discipline and mysticism</li> <li>• different emphases across different Sufi traditions</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about Sufism.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• evidence of criticism of Sufism</li> <li>• reasons why such criticism may exist.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• examples of criticisms made against Sufi practice</li> <li>• tensions between tawhid and mysticism</li> <li>• the range of Sufi practices and their emphases.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the reasons for and evidence of criticisms against Sufism</li> <li>• the complexity of this relationship given the range of Islamic traditions and differences within Sufism</li> <li>• examples of shared beliefs and examples of irreconcilable differences</li> <li>• scholarly opinion.</li> </ul>

## Judaism

Question 13a		
	(i)	(18)
	(ii)	(12)
<b>Level I</b>	<b>Mark</b>	<b>AO1</b> If candidates examine one bullet point they cannot normally proceed to level 3. If they examine three bullet points read all the material and mark the best two.
1	1-4	<i>Levels Descriptor</i>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of one of the figures.</li> </ul>
2	5-9	<i>Levels Descriptor</i>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic account of one of the figures</li> <li>• a basic version of a second figure.</li> </ul>
3	10-14	<i>Levels Descriptor</i>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• appropriate biographical material on two figures</li> <li>• the key themes in the work of the selected figures</li> <li>• the figures by means of a comparative study.</li> </ul>
4	15-18	<i>Levels Descriptor</i>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the selected figures with appropriate comparisons</li> <li>• the distinctive comparative emphases of the two figures</li> <li>• the respective comparative influences during their own life times</li> <li>• scholarly contributions.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas of one of the figures.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• their influence on subsequent traditions such as Reform</li> <li>• their influence on Orthodoxy.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• the influence of their teachings</li> <li>• their influence on subsequent Jewish custom and practice</li> <li>• common factors and differences of their respective influence.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• different interpretations about the significance of the selected figures for the development of Judaism</li> <li>• the respective influence of these figures relative to specific Jewish traditions</li> <li>• criticisms of these figures with possible responses concerning their influence</li> <li>• scholarly opinion.</li> </ul>

<b>Question 13b</b>			
	(i)		(18)
	(ii)		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of the Holocaust.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a simple account of part of the Holocaust</li> <li>• some basic beliefs about the Holocaust.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the gravity of the 'final solution'</li> <li>• the impact on Jewish beliefs</li> <li>• subsequent responses regarding the totality of its horror.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the Holocaust and its intended purpose</li> <li>• a range of Jewish responses across a whole spectrum of traditions</li> <li>• the quotation regarding belief in God, human nature and hopes in a detailed manner</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about the Holocaust.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a simple view about the problems raised by the Holocaust for Judaism</li> <li>• the end of religious belief.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• the nature of the crisis posed by the Holocaust</li> <li>• the evidence for claiming this was an impossible crisis of faith for Judaism</li> <li>• reference to different outcomes such as the formation of the state of Israel.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the significance of the claim that the Holocaust was an impossible crisis of faith</li> <li>• evidence to support this from various Jewish responses and thinkers</li> <li>• alternative views such as human depravity, punishment redemptive suffering</li> <li>• scholarly opinion.</li> </ul>

<b>Question 14a</b>			
	(i)		(18)
	(ii)		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of the selected text.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic ideas about God in the text</li> <li>• some simple ideas about God's relationship with humanity.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• prominent themes in the text</li> <li>• characteristic ideas in the source</li> <li>• the significance of these beliefs.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the selected text in order to highlight its distinctive features</li> <li>• the emphases in the text and reasons for the claim these are distinctive</li> <li>• relevant parts of the text in detail</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
<b>I</b>		If candidates discuss one response they cannot normally proceed to level 3.
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of views about the text.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the status of the source in Jewish practice</li> <li>• its influence on Jewish beliefs.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• one response in which the text is revered and authoritative</li> <li>• a different response which has a few criticisms of the text</li> <li>• its overall value within Judaism.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• two contrasting responses to these emphases which may include Orthodox and Reform views</li> <li>• the reasons why there are these contrasting responses</li> <li>• the view that the contrasts are more an issue of style rather than content</li> <li>• scholarly opinion.</li> </ul>



<b>Question 14b</b>			
	(i)		(18)
	(ii)		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<i>Levels Descriptor</i>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Chasidism.</li> </ul>	
2	5-9	<i>Levels Descriptor</i>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic teachings associated with Chasidism</li> <li>• a few ideas about Chasidic practices.</li> </ul>	
3	10-14	<i>Levels Descriptor</i>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the value given to human relationships</li> <li>• the value given to communion with God</li> <li>• the influence of some rebbes.</li> </ul>	
4	15-18	<i>Levels Descriptor</i>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the factors which led to the success of Chasidism, including the appeal of prominent rebbes plus Buber</li> <li>• the range of its cultural and social influences</li> <li>• the attraction of mysticism in some Jewish traditions</li> <li>• scholarly contributions.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<i>Levels Descriptor</i>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two ideas about Chasidism.</li> </ul>
2	4-6	<i>Levels Descriptor</i>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the conservative emphases within Chasidism may attract criticism</li> <li>• Orthodox responses to Chasidism.</li> </ul>
3	7-9	<i>Levels Descriptor</i>
		Candidates may assess in a purposeful manner the issue(s) raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• criticisms of the status given to individual experiences</li> <li>• criticisms concerning beliefs about the immanence of God</li> <li>• ultra-conservative trends may lead to criticisms from Reform Judaism.</li> </ul>
4	10-12	<i>Levels Descriptor</i>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• key criticisms across a spectrum of beliefs and practices</li> <li>• the view that some criticisms may not be applicable given different Chasidic movements</li> <li>• alternative stances which highlight the positive value and contributions of Chasidism to Judaism</li> <li>• scholarly opinion.</li> </ul>

## Sikhism

Question Number		Indicative content
<b>15 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>the promotion of saints as authorities.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>the Sarbat Khalsa ideal</li> <li>elected management of gurdwaras.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>the background to the Anand Marriage Act</li> <li>creation of the Shiromani Gurdwara Prabandhak Committee</li> <li>promotion of the view that only members of the Khalsa are authentic Sikhs.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>references to the view of Oberoi concerning the marginalisation of 'sanatam Sikhism'</li> <li>the promotion of alternative codes of conduct while officially accepting the authority of the Rahit Maryada promulgated from the Akal Takht</li> <li>an interpretation of Sikh texts through an Indic or Vedantic lens</li> <li>Sikhism as prophetically revealed, original and unique.</li> </ul>

Question Number		Indicative content
<b>15 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>the uniformity of rites.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative views such as: <ul style="list-style-type: none"> <li>groups within the Sikh community such as Namdharis may feel marginalised</li> <li>charismatic groups within the Sikh community may promote the teaching of a favoured saint as fulfilling the true Rahit Maryada.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> <li>the benefit of a unified theology in order to make Sikh beliefs accessible to non-Sikhs</li> <li>differences between the orthodox portrayal of Sikhism and the lived beliefs of large numbers of people</li> <li>concerns about the percentage of Sikhs who are members of the Khalsa in diasporic countries in the future.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> <li>the need for a new Rahit Marayada that can accommodate issues that have arisen in the diaspora such as liturgical language</li> <li>the inclusive approach of the Rahit Maryada, for example, offering choices for wearing of keski and reading of ragmala</li> <li>the distinction between unity and uniformity</li> <li>the continuing orientation of Sikhs towards direction coming from Amritsar as reflecting the will of the Sikh Commonwealth.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may offer responses that contain a limited amount of relevant information such as:</p> <ul style="list-style-type: none"> <li>• problems for non-native speakers with the traditional language of liturgy.</li> </ul>
<b>Level 2</b>	5-9	<p>Candidates may offer clear but limited understanding of key ideas or concepts such as:</p> <ul style="list-style-type: none"> <li>• difficulties of maintaining the Sikh identity in certain countries and circumstances</li> <li>• frustration at the dichotomy of obedience to the Akal Takht as reflecting the will of the Khalsa Commonwealth, while non-Punjabis are unable to vote in SGPC elections.</li> </ul>
<b>Level 3</b>	10-14	<p>Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as:</p> <ul style="list-style-type: none"> <li>• pressure to integrate may result in abandonment of the Sikh form</li> <li>• the development of local, national traditions in addition to a global Sikh tradition</li> <li>• the need to accommodate Sikh theology to alternative views of science and morality.</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as:</p> <ul style="list-style-type: none"> <li>• references to the views of scholars such as Gurharpal Singh and Tatla that look at the British Sikh experience</li> <li>• reference to the views of scholars such as Nicky-Guninder Kaur which emphasise the feminist character of Sikh thought</li> <li>• concerns about inter-faith marriage and continuity</li> <li>• the attempts to develop national representative institutions for Sikhs.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>• many Sikhs have cut their hair.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> <li>• Sikh women are likely to follow cultural norms that emphasise the public role of men in Persian Gulf states</li> <li>• there may be increased emphasis on sexual equality as a central tenet of the faith tradition in Western countries.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> <li>• the legal struggles for the right to wear the turban in, for example, the UK and France</li> <li>• the increasing use of translations in gurdwaras</li> <li>• how interaction with different cultures has clarified the points at which Sikhism had been blended with Punjabiyaat.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning including factors such as: <ul style="list-style-type: none"> <li>• how processes of ghettoisation have reduced the impact of non-Sikh cultures</li> <li>• the historical reality that Sikhs have always engaged with non-Sikh cultures, yet remained distinctive</li> <li>• the need to create an orthodox account in order to engage with public authorities</li> <li>• the exaggeration by some scholars of diversity in Sikh belief, values and practice in order to confirm a once popular belief in deconstruction.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>rejection of asceticism.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>a person living in a family can still be holy</li> <li>a holy person can fight in wars.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>McLeod's argument that the nature of the Sikh community and Sikh beliefs changed during the time of Guru Hargobind</li> <li>the link between Guru Nanak's ideal of the householder saint resisting oppression and Guru Gobind Singh's concept of the saint who may use violence in the struggle against oppression when all other methods have failed</li> <li>the use of weapons to illustrate the concept of miri-piri on the Nishan Sahib.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>the etymology of words including 'sipahi', 'emir' and 'pir'</li> <li>the rejection of prevailing forms of Islamic piety which emphasised outward poverty and inner wealth, and Hindu and Buddhist celebration of the ascetic ideal</li> <li>engagement in politics by the Gurus demonstrating the 'miri' is not merely monetary gain but power</li> <li>the claim that non-Sikh scholars may be unable to understand (verstehen) Sikh history due to their inability to understand the unity of miri and piri from the Sikh point of view.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>Candidates may offer a descriptive answer such as:</p> <ul style="list-style-type: none"> <li>• Sikh gurdwaras are often decorated with portraits of martyrs.</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates may refer to alternative approaches such as:</p> <ul style="list-style-type: none"> <li>• martyrdom in the Guru Granth Sahib is the surrender of the head (ego)</li> <li>• members of the Khalsa are not supposed to be afraid of death and so are more likely to become martyrs.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that:</p> <ul style="list-style-type: none"> <li>• the saint soldier is supposed to improve the quality of life, so there is no logical connection to martyrdom</li> <li>• the ninth Guru was martyred for leading a non-violent mass movement against religious persecution so there is not any necessary connection between being armed and becoming a martyr</li> <li>• the knight of the Khalsa has already offered her life when seeking to become initiated, so is already prepared for martyrdom.</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as:</p> <ul style="list-style-type: none"> <li>• while martyrs, including two Gurus, are celebrated there is no spiritual gain from physical martyrdom</li> <li>• the scholarship of Louis Fenech on martyrs and the response by Sikh scholars</li> <li>• the Sikh belief that the setting aside of the ego as mentioned in the Guru Granth Sahib is linked to the voluntary surrender of life when requesting to join the Khalsa</li> <li>• reference to non-canonical beliefs that the spirits of martyrs (shaheed Singhs) protect those who struggle for justice today.</li> </ul>



Question Number	Indicative content	
<b>16 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>• how to re-unite with God.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>• the five stages of spiritual development</li> <li>• the power of grace in driving the whole process of spiritual development.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>• references to the limited knowledge of Hindu and Muslim holy men and holy texts</li> <li>• the use of cultivating virtue to improve karma in future</li> <li>• the emphasis that only God knows God.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>• promotion of experiential knowledge over speculative reasoning</li> <li>• the inability of language to be suitable to comprehensively describe God or experiential states</li> <li>• the decisive role of grace in achieving freedom from samsara</li> <li>• the replacement of ritual actions to please the Deity with the cultivation of virtues.</li> </ul>

Question Number		Indicative content
<b>16 (b)</b>	<b>(ii)</b>	(12)
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>Candidates may offer a descriptive answer such as:</p> <ul style="list-style-type: none"> <li>• . Contains several key ideas, for example, replacing ritual with virtue.</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates may refer to alternative approaches such as:</p> <ul style="list-style-type: none"> <li>• Explains the purpose of life and how to achieve it, which the rest of the scripture elaborates</li> <li>• The rest of the scripture contains information about other essential things as well such as what happens in the afterlife.</li> <li>•</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that:</p> <ul style="list-style-type: none"> <li>• Some references are hard to follow, for example, to Muslim cosmological beliefs or the Ai Panth so other text is necessary for clarification</li> <li>• It says nothing about rules, so the Rahit Maryada is vital</li> <li>• It explains how to align the individual will with that of the Divine which is the most important message.</li> <li>• .</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as:</p> <ul style="list-style-type: none"> <li>• It implies that religious garb should be replaced with virtue, but this view is contradicted by the five Ks of the Khalsa</li> <li>• It does not contain information about rites of passage</li> <li>• While it talks about the spirituality possible to the householder this falls short of the armed saint-soldier ideal</li> <li>• It discusses the stages of spiritual perfection and how to achieve if, which is the main goal of a Sikh.</li> <li>•</li> </ul>

## New Testament

Question Number		Indicative content
<b>17(a)</b>	<b>(i)</b>	Analyse the important ideas <b>either</b> Luke's presentation of Jesus' teaching on the Kingdom of God <b>or</b> the teaching of the Prologue to the Fourth Gospel. (18)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level, candidates are likely to rely on basic description of one or more key features of the teachings: <ul style="list-style-type: none"> <li>for Luke, they may refer to parables of the Kingdom, or the use of Logos in the Prologue.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates are likely to have correctly identified some key features and offer something of their significance: <ul style="list-style-type: none"> <li>for the Fourth Gospel, they may describe the Prologue as the key to unlock the Gospel;</li> <li>for Luke, they may consider how the Kingdom can be known through signs and wonders.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to focus more on particular aspects of the teaching and less on narrative re-telling: <ul style="list-style-type: none"> <li>they may be able to offer some insight into the background of the teachings or the symbolism used;</li> <li>for Luke, they may speak of the Kingdom being both present and future;</li> <li>for the Fourth Gospel, they may consider how conflict is anticipated in the Prologue.</li> </ul>
<b>Level 4</b>	15-18	At this level: <ul style="list-style-type: none"> <li>candidates for Luke's Gospel are likely to offer a detailed and accurate account of Jesus' teaching on the Kingdom;</li> <li>they may show an understanding of key terms such as salvation or eschatology and the influence of Judaism on these teachings;</li> <li>for the Prologue, candidates are likely to deal confidently with a range of teaching, such as the Logos, children of God, light and dark, replacement theology;</li> <li>use of scholarship is likely to be accurate and appropriately used.</li> </ul>

Question Number		Indicative content
<b>17 (a)</b>	<b>(ii)</b>	Evaluate the significance of these teachings for understanding the meaning of the Gospel. (12)
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about the content of the material, with little understanding of how they relate to the rest of the Gospel. They may rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	At this level, candidates are likely to express a simple view regarding the relationship of the teachings to the rest of the Gospel: <ul style="list-style-type: none"> <li>• for Luke they may consider that the Kingdom is embodied in Jesus;</li> <li>• for the Fourth Gospel they may identify one theme which is picked up later in the Gospel.</li> </ul>
<b>Level 3</b>	7-9	At this level, candidates are likely to offer one or more opinions on the relationship between the teachings and the rest of the Gospel: <ul style="list-style-type: none"> <li>• candidates may make reference to scholarly views about the significance of the teaching;</li> <li>• for Luke, they may consider the challenge teaching on the Kingdom lays down to the religious authorities and to the reader;</li> <li>• for the Fourth Gospel, they may consider how the Prologue identifies the person of Jesus at the start of the Gospel.</li> </ul>
<b>Level 4</b>	10-12	At this level, candidates are likely to offer clear and evaluative opinions on the relationship between this teaching and the rest of the Gospel: <ul style="list-style-type: none"> <li>• they are likely to make use of key scholarly contributions and personal opinion, arriving at a balanced conclusion;</li> <li>• the significance of these teachings compared to others in the Gospel may be considered;</li> <li>• for Luke, candidates may consider how the teaching impacted on the early church after Jesus' ascension;</li> <li>• for the Fourth Gospel, they may consider how the Prologue makes it possible for the reader to avoid the mistakes made by characters in the Gospel.</li> </ul>

Question Number		Indicative content
<b>17(b)</b>	<b>(i)</b>	<p><i>'The only purpose of the author of the Gospel had was to reveal the truth about Jesus.'</i></p> <p>Examine this claim with reference to <b>either</b> Luke's Gospel <b>or</b> the Fourth Gospel.</p> <p style="text-align: right;">(18)</p>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified some key features of the Gospel material which relate to purpose but are likely to depend heavily on a few narrative details rather than analysis of the claim.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified a more extensive range of key features which relate to purpose and may make some reference to the claim identified in the question;</li> <li>• narrative description rather than theological principles is still likely to dominate the answer.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a solid knowledge and understanding of the purpose of the Gospel as identified in the claim;</li> <li>• reference to internal and external evidence is likely to be made;</li> <li>• some understanding of the relevant Gospel's Christological teaching is likely to be evident.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates will typically demonstrate a wide knowledge of the Gospel material relating it specifically to the claim made in the question;</li> <li>• knowledge of textual material, views of scholars and an understanding of the background to the Gospel are likely to be evident;</li> <li>• candidates are likely to have a clear understanding of the relevant Gospel's Christological teaching;</li> <li>• the wording of the question is likely to be clearly targeted.</li> </ul>

Question Number		Indicative content
<b>17 (b)</b>	<b>(ii)</b>	Evaluate the view that it is impossible to be certain of the purpose for which the Gospel was written.  <p style="text-align: right;">(12)</p>
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about conflicting purposes of the Gospel or to rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	At this level, candidates are likely to express a view on the relative certainty of different purposes of the Gospel: <ul style="list-style-type: none"> <li>• they may compare two or more suggested purposes in terms of possible evidence;</li> <li>• candidates may consider possible hindrances to knowing the purpose, such as lack of information about the author.</li> </ul>
<b>Level 3</b>	7-9	At this level, candidates are likely to offer one or more strengths and weaknesses of this view: <ul style="list-style-type: none"> <li>• for Luke they may consider the value of the introduction to Theophilus;</li> <li>• for the Fourth Gospel, they may consider the value of 20:30-31;</li> <li>• for both Gospels, they may suggest that there are so many possible purposes, that a discussion of them is not helpful.</li> </ul>
<b>Level 4</b>	10-12	At this level, candidates are likely to offer clear opinions on the claim: <ul style="list-style-type: none"> <li>• for Luke, they may consider whether it is important to know if the Gospel were written for Gentiles</li> <li>• they may consider whether some parts of the Gospel – e.g. the birth narratives – are more illuminative and helpful than others</li> <li>• for the Fourth Gospel, they may consider whether it is possible to know whether the Gospel was intended to supplement or replace the synoptics</li> <li>• for both Gospels, they may consider that many Christians are not aware of the suggested purposes of the Gospels, and yet still feel able to grasp the essential message of Christianity so it does not matter if it is impossible to establish the purpose.</li> </ul>

Question Number		Indicative content
<b>18(a)</b>	<b>(i)</b>	<p><i>'The character of Jesus' ministry meant that conflict was inevitable.'</i></p> <p>Examine this claim with reference to <b>either</b> Luke's Gospel <b>or</b> the Fourth Gospel.</p> <p style="text-align: right;">(18)</p>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show some simple knowledge of some of the relevant textual narrative, expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level candidates may refer to relevant textual material in more detail and with more understanding of the implications of the question:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates may consider the challenges by the Pharisees regarding the Sabbath;</li> <li>• for the Fourth Gospel, candidates may consider the confrontations between Jesus and the Pharisees regarding the healing of the blind man.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to offer a reasonably full understanding and knowledge of the textual material and background to it:</p> <ul style="list-style-type: none"> <li>• they may make accurate reference to the Old Testament and the situation at the time of the Gospel which lead to conflict;</li> <li>• some reference to scholars may be made;</li> <li>• candidates may show some understanding of the motives of the religious authorities in their opposition to Jesus.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views, with answers showing a balanced consideration of the motives of the religious authorities:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views;</li> <li>• answers are likely to show a balanced consideration of the motives of the religious authorities and the purpose of the writer of the Gospel;</li> <li>• a greater awareness of the theological implications of the reasons why Jesus had to die is likely to be evident;</li> <li>• a balanced conclusion regarding the causes of conflict may be reached.</li> </ul>

Question Number		Indicative content
<b>18 (a)</b>	<b>(ii)</b>	Critically consider the contribution of Pilate to the death of Jesus.  <p style="text-align: right;">(12)</p>
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to show a basic awareness of the text and make a descriptive account of one or more features of the trial before Pilate.</li> </ul>
<b>Level 2</b>	4-6	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to express simple ideas about Pilate's actions, based on textual reference and some personal opinion;</li> <li>• some consideration of the difference between his role and that of the religious authorities may be given.</li> </ul>
<b>Level 3</b>	7-9	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to make connections between the actions and intentions of Pilate and the Jewish leaders;</li> <li>• for Luke, Pilate's three declarations of Jesus' innocence may be considered, whilst for the Fourth Gospel, Pilate's reluctance to crucify Jesus may be explored;</li> <li>• candidates may offer a conclusion as to the degree to which he was responsible.</li> </ul>
<b>Level 4</b>	10-12	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a clear understanding of the motives for Pilate's actions and his relationship with Jesus and the religious authorities;</li> <li>• for both Gospels, candidates may consider whether Pilate was manipulated by the religious authorities;</li> <li>• they may make reference to the work of key scholars, e.g. Rivkin, on the inevitability of Pilate's involvement;</li> <li>• considered conclusions based on substantiated personal opinion and scholarly views are likely to be offered.</li> </ul>



Question Number		Indicative content
<b>18(b)</b>	<b>(i)</b>	Examine the significance of three instances of religious symbolism in the crucifixion narrative of <b>either</b> Luke's Gospel <b>or</b> the Fourth Gospel (18)
<b>Indicative content</b> If candidates examine fewer than three instances they cannot normally proceed to level 3		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level: <ul style="list-style-type: none"> <li>• candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance: <ul style="list-style-type: none"> <li>• for Luke, they may refer to Jesus' forgiveness of his executioner</li> <li>• for the Fourth Gospel, they may refer to the use of Old Testament fulfilment motifs.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to demonstrate a reasonably full knowledge and understanding of the text: <ul style="list-style-type: none"> <li>• they may be able to relate its ideas to Old Testament background and religious symbolism and the views of scholars;</li> <li>• for Luke, they may refer to the role of women;</li> <li>• for the Fourth Gospel, they may refer to the spear thrust and blood and water.</li> </ul>
<b>Level 4</b>	15-18	At this level, candidates are likely to show a clear and full understanding of the selected symbolic features and offer a range of views concerning their meaning: <ul style="list-style-type: none"> <li>• candidates may be able to relate these features to other aspects of the Gospel;</li> <li>• for Luke, they may refer to the theme of Jesus' innocence</li> <li>• for the Fourth Gospel, they may refer to the witness at the foot of the cross;</li> <li>• for both Gospels, they are likely to show an understanding of how the evangelist makes their narrative of the crucifixion distinctive.</li> </ul>

Question Number		Indicative content
<b>18 (b)</b>	<b>(ii)</b>	Evaluate the ways in which the resurrection adds to the reader's understanding of Jesus' ministry.  <p style="text-align: right;">(12)</p>
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to depend on simple re-telling of one or more narrative features of the resurrection narrative without an attempt to relate it to the terms of the question.</li> </ul>
<b>Level 2</b>	4-6	At this level, candidates are likely to show a simple understanding of the importance of the resurrection narrative: <ul style="list-style-type: none"> <li>• they may draw a simple conclusion as to its relationship with the ministry of Jesus and the Gospel themes;</li> <li>• they may identify one or more features of the resurrection narrative and consider their importance for understanding the Gospel.</li> </ul>
<b>Level 3</b>	7-9	Candidates are likely to make an increasing number of observations about the purpose and importance of the resurrection narrative for understanding the ministry of Jesus: <ul style="list-style-type: none"> <li>• some reference to personal opinion and to the views of scholars may be made;</li> <li>• for Luke, they may refer to occasions during his ministry when Jesus predicts his resurrection;</li> <li>• for the Fourth Gospel, they may refer to Jesus' allusion to his going away to prepare a place for the disciples.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to demonstrate a clear understanding of the resurrection narrative and its significance for Jesus' wider ministry and the Early Church: <ul style="list-style-type: none"> <li>• candidates may make some reference to the implications of the resurrection narrative for the original readers;</li> <li>• they may consider how effective the message of the Gospel may be without the inclusion of the resurrection narrative;</li> <li>• candidates may consider how far the resurrection narrative includes important information about the Early Church experience;</li> <li>• a substantiated conclusion is likely to be drawn using personal opinion and the views of scholars.</li> </ul>



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