

# Mark Scheme (Results) Summer 2007

GCE

## GCE Religious Studies (6581)



## 6581 - Unit 1: Foundations Mark Scheme

Philosophy of Religion					
Level	AO1	Marks	Level	AO2	Marks
1 (a)	<p>(i) Examine the main ideas and strengths of the design argument for the existence of God.</p> <p>(ii) Comment on the view that the weaknesses are overcome by the strengths of the argument.</p>	(28) (12)			AO1 = 28 AO2 = 12
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to show evidence of using material according to the demands of the question across the main ideas and make explicit reference to strengths and to develop the content from level 3, including an understanding of the significance of key, essential features, using scholarly contributions with a proficient use of terms. If there is a focus on one version such as Swinburne, candidates are likely to show an understanding of a range of his key ideas. If various accounts are used candidates are likely to highlight their distinctive contributions.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to display explicit evidence of argument focused on the question. Candidates may develop the arguments mentioned at level 3 showing sustained reasoning and drawing on scholarly debates. An example may be Swinburne's criticisms of Hume and/or Tennant's reformulation of the argument. This critical analysis may lead to informed judgements about the status of the claim in the question.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select some main ideas and strengths, focusing on the demands of the question. A well-planned answer may emphasise ideas such as empirical method, interpretation of experience, use of analogy, main stages in the argument and type of conclusion. Significant features may include the merits of empirical reasoning, legitimacy of analogical argument, coherence and cumulative aspects of the argument.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates may focus on the evaluative part of the question showing an understanding of the weaknesses and of the argument that they are overcome by the strengths. Candidates may comment on various weaknesses such as problems with evidence and its interpretation, complexities of analogy in this argument, weaknesses of conclusion and alternative views, coupled with an assessment of the respective merits of these compared to the strengths of the argument.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates may identify some key ideas and strengths such as an argument based on experience and making clear some strengths based on this approach, displaying a basic understanding in a clear manner.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates may clarify a basic argument with reference to both strengths and weaknesses to support a point of view.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may select a few ideas such as a basic account of Paley but without evidence of understanding their significance.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some weaknesses such as the limitations of human experience, but without argument.</p>	1-2

**Philosophy of Religion**

**1 (b)** (i) Identify the main ideas of the cosmological argument for the existence of God.  
(ii) To what extent is this a weak argument for the existence of God?

(28) AO1 = 28  
(12) AO2 = 12

Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to have a consistent focus on the question and develop the content mentioned at level 3 including an understanding of the significance of the type of argument, its context and structure of argument. Candidates may display an understanding of relevant assumptions and premises together with a mastery of key stages and turning points in this type of argument. Candidates may draw on scholarly debates with a proficient use of technical terms.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to show explicit evidence of critical analysis of the thrust of the evaluative part of the question, including a development of views mentioned at level 3. Candidates may draw on scholarly debates such as Copleston and Russell and build up a purposeful essay with informed reasoning about the merits or otherwise about this argument for the existence of God.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to identify the main ideas in a well-planned answer. Candidates may examine some underlying principles such as ‘sufficient reason’ and a selection of key features such as empirical argument, key interpretations and emphases such as movement, causal reasoning, contingency, infinite regress, first cause, necessary existence.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to argue about the extent of the weaknesses with an ability to sustain an argument by weighing up the reasons and points of view. This may refer to problems about the meaning of key concepts, debates about key principles, difficulties within the stages of the argument such as the progression to necessary existence. Candidates may provide clear evidence of debating the extent to which this is a weak argument.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates may select some key ideas such as cause and effect, displaying a basic knowledge in an accurate manner.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to create a simple argument about the weaknesses, expressed in basic terms, without reasoning about the extent of the problems.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention a few generalised ideas such as movement but without evidence of understanding their significance.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some weaknesses such as limitations of human experience as the basis of an argument but not draw out their implications.</p>	1-2

**Philosophy of Religion**

**2 (a)** (i) For what reasons is suffering a problem for religious belief?

(ii) Examine two suggested solutions to the problem. To what extent do they succeed in solving the problem?

(8) AO1 = 8  
(32) AO1 = 20  
AO2 = 12

Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to have a consistent focus on the AO1 demands across (i) and (ii). They are likely to develop the ideas in level 3, drawing on scholarship, with an ability to highlight the most important features of the problem of suffering and possible solutions. It is likely there will be a balanced account of two solutions with a clear understanding of ways to solve the problem, such as the rationale of the 'free-will defence'. Well-structured essays may be characterised by a proficient use of technical terms.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to present a critical analysis of the effectiveness or otherwise of the proposed two solutions. Candidates may pursue the arguments mentioned in level 3 in order to build up a sustained, coherent argument, drawing on scholarly debates making proficient use of technical vocabulary. Candidates may draw attention to Hick's support for Iranaeus and the reasons for this stance, focusing on the effectiveness or otherwise of this approach. Candidates will be credited with a variety of answers provided the evidence and reasons are relevant and sound.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select and show understanding of significant reasons why suffering is a problem together with a sound knowledge of two possible solutions. Candidates may emphasise significant issues expressed in a competent manner. Candidates may refer to classical theodicies or to possible solutions across a range of traditions. If the former is selected key concepts may include free-will defence, vale of soul-making, best of possible worlds. If the latter wider approach is selected, there may be reference to concepts such as notions of self, practices to overcome suffering and beliefs about rebirth.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to create an argument weighing up the strengths and weaknesses of the two proposed solutions. Candidates may debate alternative views to the solutions such as conceptual problems with ideas such as free-will and soul-making; or complexities in ideas of self or no-self and difficulties in beliefs associated with rebirth such as identity and continuity etc.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to identify some basic features of the problem of suffering and possible solutions expressed in a clear manner such as a basic exposition of Augustine's theodicy.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to consider some problems at a basic, simple level such as a few criticisms of Augustine but without clear focus on the question concerning successfulness or otherwise.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates are likely to mention the problem of suffering and solutions such as a reason why there is a problem but in a generalised manner and lacking understanding of the significance of key points.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates are likely to mention some issues or problems in a descriptive manner rather than argue a case about the extent of the success of the proposed solution.</p>	1-2



**Philosophy of Religion**

**2 (b)** (i) Outline what is meant by the term 'miracle' and examine reasons to believe in miracles.  
(ii) To what extent do philosophical objections undermine the credibility of miracles?

(28) AO1 = 28  
(12) AO2 = 12

Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to have a consistent focus on the demands of the question developing in a clear manner the content mentioned at level 3. This may include a clear conceptual analysis of key terms such as 'act of God', a violation of a law of nature. This may include scholarship with an understanding of the significant reasons in this context with an ability to explain key concepts and reasons, using a range of technical vocabulary such as <i>a priori</i> reasoning.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to show explicit evidence of the evaluative demands concerning the extent to which problems may undermine credibility in miracles. There may be a critical analysis of arguments developed from level three, including alternative views from scholarly debates. A well-structured argument may clarify the rigour and significance of problems and their bearing on the credibility of miracles. If Hume is used this may entail an understanding of his <i>a priori</i> and <i>a posteriori</i> arguments against miracles.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select and show understanding of key concepts and a clear understanding of reasons to believe in miracles. This may refer to definitions of miracles or to a generic analysis of the concept itself. There may be a coherent analysis of reasons to believe in miracles including empirical evidence, interpretations of 'laws of nature', principle of credulity and testimony, context of belief and selected attributes of God. There may be clear use of technical terms.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to sustain an argument weighing up the problems and their impact on the credibility of miracles. This may include the sense or otherwise of key concepts, the justification or otherwise of various weaknesses concerning belief in miracles, strengths and weaknesses of key features such as interpretations of laws of nature and credulity.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to select key ideas such as one or two definitions of miracles with a basic understanding of reasons to believe in miracles.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to identify some problems in the context of creating an argument about the extent of their influence, such as comments about some of Hume's criticisms.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may identify a few ideas and reasons to believe in miracles such as belief in acts of God but without evidence of understanding their significance.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some problems such as problems of evidence but without arguing a case.</p>	1-2

Ethics						
<b>3 (a) (i) Examine the key strengths and weaknesses of utilitarianism. (ii) Comment on the view that the strengths of utilitarianism are outweighed by its weaknesses.</b>						
Level	AO1	Marks	Level	AO2	Marks	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>At this level candidates are likely to be able to identify features of utilitarianism within a context of examining their strengths and weaknesses. It is to be expected that they make reference to the teleological nature of the theory, to issues of consequentialism and means to an end. At this level, candidates are likely to display some knowledge and understanding of utilitarianism within its social context. Bentham and Mill are likely to feature prominently, but at this level candidates may also make reference exclusively or additionally to other forms of utilitarianism. A relatively equally balanced discussion of strengths and weaknesses should be expected at this level.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (i). They will make a genuine attempt at evaluation through a reasoned and balanced argument which may conclude in any valid direction. Candidates are likely to make direct reference to the wording of the question, possibly considering the meaning of 'outweighed' or establishing a clear argument for or against the view from the outset.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates may be more reliant on identifying features of utilitarianism before outlining relevant strengths and weaknesses, but will still maintain a line of discussion which clearly identifies the strengths and weaknesses of the characteristics considered. Candidates may concentrate on Bentham's and Mill's approaches to the theory and are less likely to consider other developments of utilitarianism.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>At this level, candidates may rely on some repetition of material from (i) but will still maintain a clear line of argument in terms of strengths versus weaknesses. Some new material is likely, perhaps simpler ideas than those explored at the higher level. Candidates will attempt to reach a conclusion in terms of relative strengths and weaknesses.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>At this level, candidates may find it harder to relate knowledge of the theory to appropriate strengths and weaknesses and the answer may have a more disjointed feel. Candidates are likely to discuss a more limited range of characteristics, strengths and weaknesses, and are likely to focus entirely on Bentham and Mill.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>At this level, candidates will find it harder to incorporate new information or to reach a balanced conclusion. Consideration of whether strengths outweigh weaknesses is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct, although at the top of this level candidates may still be demonstrating some awareness of the philosophical principles of the theory.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates are likely to make little distinction between strengths, weaknesses and features of the theory and to draw on a very limited range of material. It is unlikely they will have any clear understanding of the wider context of utilitarianism.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates at this level will struggle to raise any new material and are likely to rely on basic repetition of ideas from (i). They are unlikely to have reached a conclusion.</p>	1-2

Ethics					
3 (b)	(i) Identify the distinctive characteristics of situation ethics. (ii) To what extent does situation ethics contribute to an understanding of the relationship between religion and morality?	(28) (12)	AO1 = 28 AO2 = 12		
Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates may consider the nature of the theory as a way of solving moral dilemmas situationally, individually and circumstantially; rejection of absolute rules and commands; focus on <i>agape</i> and principles such as relativism, positivism and personalism; its emergence within its social and cultural context</p> <p>Scholarship may include Fletcher, Robinson, Tillich and Bonhoeffer.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates will show a clear understanding of the arguments raised by the question, drawing on knowledge and understanding of the religious background to situation ethics in its time, and also its foundations as a genuinely Christian Ethics in the ministry of Jesus. They will be able to evaluate whether the attempt to make religious ethics compatible with late 20<sup>th</sup> century thinking was successful, or whether situation ethics is so intrinsically opposed to the ethos of divine command ethics as to be incompatible with religious morality. Use of scholarship may include Barclay's extensive criticism of the approach. Level Four candidates are likely to show some understanding of different approaches to the relationship between religious and morality and make clear links with situation ethics.</p>	9-12

3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to include a similar range of ideas as the level four candidate, but are likely to focus on the notion of <i>agape</i> and situationalism with less contextualising within the social background. Use of scholars may be limited to Fletcher and Robinson.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p>	5-8
2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Level 2 candidates are likely to demonstrate a basic awareness of situationalism and the principle of <i>agape</i> and of the general aim of the theory to avoid absolute, rule based ethics. There may be some reference to scholars, although these are likely to be undeveloped.</p>	7-14	2	<p>Candidates may make some reference to the intention of situation ethics to bring Christian morality up to date and to makes links with the spirit of Jesus's discourse with the Pharisees. Attempts to evaluate whether this is a genuine religious ethic will be less developed, however, and may include more case study material than scholarship. Some links may be made with related issues within the study of the relationship between religion and morality.</p> <p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Level 1 candidates will have little awareness of scholarly approaches to the theory and are likely to resort to an inaccurate understanding of, for example, <i>agape</i>, or the intentions of the proponents of the theory. Case studies may be used at length with little or no analysis.</p>	1-6	1	<p>Level 2 candidates are likely to focus on criticisms of situation ethics in general, and will make fewer connections with the wider relationship between religion and morality. Simple arguments for and against situation ethics as an ethical theory are likely to predominate, with some consideration of the impact of the theory on traditional religious morality.</p> <p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>At this level, candidates are likely to miss the invitation to discussion situation ethics in relation to religion and morality and offer a limited critique of situation ethics. Alternatively, they may read the question as an invitation to criticise the link between morality and religion in more general terms without reference to situation ethics.</p>	1-2

Ethics					
<b>4 (a) (i) Examine the key ideas associated with just war and pacifism.</b>					
<b>(ii) How far should decisions about war and peace reflect religious beliefs?</b>					
Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>At this level candidates will be able to deal confidently with a range of issues associated with just war and pacifism and will have a broad perspective on different motivations for peace. They are likely to have a secure knowledge of at least one form of the just war theory and be able to examine it with reference to examples without falling into narrative. Candidates are likely to demonstrate knowledge of religious and non religious principles regarding just war and pacifism. They may make reference to pacifist individuals or organisations without resorting to anecdote. Candidates are likely to demonstrate a good balance in their discussion of both just war and pacifism.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>At this level candidates will recognise the importance of responding directly to the question and making links between religious beliefs and decisions regarding war and peace. They will not rely on repeating material from (i) but will have saved the most relevant material for this part of the question. Candidates will be able to reach a balanced conclusion regarding the importance of religious beliefs in these matters, possibly raising issues of conscience, scriptural teaching, the problems of misunderstanding or misapplying religious teaching or of following the commands of religious leaders in these matters.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates at this level will continue to show a good understanding of a range of approaches to just war and peace but are likely to be more limited in their ability to examine these in detail or extent. Illustrative examples may be less fluent and the approach more formulaic than at the higher level. The balance between discussion of just war and pacifism is likely to shift slightly in favour of one rather than the other.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates will recognise the demands of the question in terms of relating the way in which religious beliefs affect decisions regarding war and pacifism, but are likely to be less confident in responding to the question of whether these beliefs <i>should</i> be influential. They will explore a smaller range of issues than at the higher level but will still come to a clear conclusion based on alternative views.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to refer to a narrower range of ideas associated with just war and peace, focusing on, perhaps, one approach, for example religious pacifism, or one scholar's version of the just war theory. They may make some references to modern day applicability of the just war theory or to pacifist individuals or organisations. The balance of the answer may shift more in favour of either just war or pacifism. If candidates discuss only one of the two issues they can achieve a maximum of top level 2.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates at this level will consider a narrower range of issues which may help unpack the relationship between religious belief and decisions regarding war and peace. Their conclusion will be less well balanced and they will be less likely to have considered whether religious beliefs <i>should</i> influence these decisions.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>At this level, candidates are likely to address a very limited range of ideas associated with just war and pacifism. They may ignore one altogether or their answer may be significantly unbalanced. It is likely that they will rely on GCSE level retelling of the principles of just war and will show little awareness of non-religious justifications for pacifism.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>At this level candidates are likely to make a brief reference to religious teaching regarding war and pacifism but this may repeat material raised in (a). They are unlikely to have attempted to reach a conclusion.</p>	1-2



Ethics						
Level	AO1	Marks	Level	AO2	Marks	Marks
4 (b)	<p>(i) Examine two ways in which different opinions regarding sexual ethics may be resolved.</p> <p>(ii) Comment on the claim that people should be free to make their own choices regarding sexual ethics.</p>	(28) (12)	AO1 = 28 AO2 = 12			
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>At this level candidates are likely to choose two distinct ways in which different opinions regarding sexual ethics may be resolved, and show a clear understanding of the reasons why and ways in which issues of sexual ethics may lead to differences of opinion. Candidates will be able to explain clearly why the chosen ways provide a means of resolving disputes rather than simply outlining the chosen ways. A range of ways may be drawn from to answer this question, for example, religious teaching, ethical theory, or experience drawn from applied ethical situations.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>At this level, candidates will demonstrate a clear understanding of the implications of the question and offer a balanced argument taking into account reasons for and against the view that individuals should be permitted autonomy in sexual ethical choices. Candidates are likely to offer a range of reasons in support of and opposed to the view, for example that there are dangers in allowing uncontrolled sexual freedom, religious teaching which aims to control sexual freedom, compared with issues of the right to choose sexual partners and to engage in legal, or, arguably, illegal, sexual activity without controls. At this level candidates will offer a mature evaluation of these issues.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to show a clear awareness of two distinct ways in which differences of opinion regarding sexual ethics may be resolved, although the line of reasoning employed may not be so well developed. Candidates may rely increasingly on case studies rather than purely theoretical approaches to this question, but at this level candidates will be able to present a clear case for the reasons behind the different approaches.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates will demonstrate an understanding of the implications of the question and be able to offer a balanced, though more limited conclusion as to whether people should be allowed to exercise freedom in sexual matters, identifying reasons for an against the claim made in the question.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to offer a simple explanation of two ways in which different opinions regarding sexual ethics may be resolved, but are less likely to be able to present a clear line of reasoning as to the rationale behind these reasons. Some candidates will be increasingly likely to offer two different opinions on sexual ethics than ways of resolving those dilemmas.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>At this level candidates will find it more difficult to extract the implications of the question and substantiate them by way of evaluation. A simple view in support of or opposed to the claim is likely to be offered, or simple but undeveloped reasons for and against the claim.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>At this level candidates may identify only one way of resolving disputes in sexual ethics, or may struggle to do little more than present two different opinions on sexual ethical issues.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates at this level will show little understanding of the implications of the question although they may offer a basic response to the issue of the role of freedom in sexual ethical decisions.</p>	1-2

Buddhism						
5 (a) (i) Examine the religious and social context of the life of the Buddha. (28) AO1 = 28 (ii) Comment on the significance of the religious context for an understanding of the life of the Buddha. (12) AO2 = 12						
Level	AO1	Marks	Level	AO2	Marks	
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to have a clear focus on the demands of the question throughout and develop the content mentioned in level 3. There may be a full range of material using precise examples, with an ability to pinpoint key significant features so as to explain their significance. This may include reference to Vedic traditions and practices, range of sects including ascetic groups, economic and political changes.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to show evidence of a critical analysis of the evidence and of different interpretations. Candidates may develop the reasoning from level 3 such as a fair balance between contextual and biographical material leading to a full and coherent answer using sound technical terms and ideas. A critical analysis may focus on the evidence and reasons why some beliefs were incorporated while others were rejected, and similarly with various practices.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select relevant contextual material selecting significant features for emphasis. Some of the data may refer to e.g. types of religious movements with their distinctive beliefs and practices, and social features including economic changes, role of agriculture and growth of towns and new social groupings, ideas about authority and rulers. Candidates may produce a coherent essay.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to evaluate the religious context in order to focus on its significance for the life of the Buddha. Straightforward forward biographical material will not be sufficient to come into level 3. Candidates may consider the evidence and reasons for the proposed significance and this may include different responses from Gautama such role of meditation and also of rejection of various practices such as sacrifices. Material may also indicate the radically new approaches of Gautama to prevailing beliefs and practices.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to show a basic awareness of some of the contextual features such as aspects of Hindu traditions, in a clear and accurate manner.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to clarify some significant features to express a point of view such as the different emphases of the Buddha concerning suffering and liberation.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may identify a few contextual features without amplification such as a generalised account of Hinduism but without focus on the question.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some features about the religious context such as ascetic practices but at a descriptive level.</p>	1-2

Buddhism						
5 (b) (i) Examine the influence of the period of asceticism and enlightenment on the life and work of the Buddha. (28) AO1 = 28 (ii) Comment on the significance for Buddhists of the final days and death of the Buddha. (12) AO2 = 12						
Level	AO1	Marks	Level	AO2	Marks	
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to present a clear consistent focus on the demands of the question developing the content from level 3. There may be a full range of material with good discrimination of key, significant points. This may include reference to the significance of asceticism and its purposes together with a detailed appreciation of the distinctive features of the enlightenment and links to Buddhist teachings. There is likely to be effective use of evidence with a proficient use of technical vocabulary and concepts.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely there will be a critical analysis of material developed from level 3. Candidates may present an evaluation of different interpretations of the status of the Buddha such as a figure of veneration and role of relics compared to 'self-effort'. Contextual debates may refer to opinions about the status of historical aspects of the life of the Buddha. Candidates are likely to create a coherent answer with proficient use of technical terms and concepts.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to focus on main relevant data in a coherent manner. They may select key ideas showing their significance such as the reasons for asceticism and its supposed purposes and the Buddha's interpretation of the limitations of this type of practice. There is likely to be relevant detail about the enlightenment including key stages and key beliefs and of the impact this had on the future development of the Buddha's career such distinctive emphasis on selected beliefs and practices.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to focus on the significance of this period of Gautama for Buddhists. They may consider the evidence and interpretations about the teachings of the Buddha such as the nature of the physical body and change notions of rebirth, significance of meditation in this period, his relationship to the sangha and dharma, beliefs about nirvana and parinirvana, future development of sangha including self-effort.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some of the key influences, such as the links between the enlightenment stories and the emphasis on suffering in subsequent teachings. These may be presented in a basic manner.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates will clarify in a basic manner a few significant points about the final days and death of the Buddha such as explicit links between biographical detail and Buddhist teachings.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention a few generalised features of the relevant aspects of the life of the Buddha, but unstructured in relation to the question such as a simple account of the period of asceticism.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some relevant issues without evidence of understanding their significance such as possible causes of the death of Gautama.</p>	1-2

Buddhism					
(28) AO1 = 28 (12) AO2 = 12					
6 (a) (i) Examine the key features of the Dharma and the Sangha as Refuges. (ii) Comment on the significance of these Refuges for the laity.					
Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to present an explicit and consistent focus on the question developing the material from level 3, including e.g. context of the refuges within Buddhist belief and practice and of interrelationships within them such as dharma as the legacy of the Buddha and an understanding of dharma as the timeless truth. There may be an examination of different interpretations of sangha. Candidates may highlight the practical implications of both dharma and sangha. It is likely candidates may explain key concepts and terms. (It can be noted that examiners will not differentiate between higher and lower cases of 'd' and 's' and are aware of different interpretations in different contexts.)</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may develop the ideas from level 3 with a critical analysis of key points e.g. the interrelationships within the refuges and their significance for Buddhist belief and practice. Will be credited with range of material including different interpretations in Buddhist studies including the purposes of dharma and sangha. An example would be the relationship between the eternal dharma and the teachings of the Buddha. There may be a discussion using technical terms and ideas.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to present accurate knowledge displaying an understanding of key beliefs about the refuges and of dharma and sangha. There may be evidence of discrimination of material with an ability to highlight significant features e.g. status and role of sangha without too much descriptive narrative. Material may be clear and to the point.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may weigh up the evidence and interpretations so as to indicate the important key features of the dharma and sangha for the laity. There may be evidence of different views in different types of Buddhism and of related issues such as the view that the laity are themselves part of the sangha. There may be consideration of the implications for Buddhist practice arising from the status of the refuges.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some basic data about key features of the refuges and of dharma and sangha in this context including a basic account of the meaning of 'refuge'.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may present clear, basic information about the two refuges mentioned and their relationship with the laity in a straightforward manner. This may include types of participation of the laity in various aspects of the monastic life and their significance.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may present a few isolated points of information about dharma and sangha without evidence of understanding their significance such as a descriptive account of life in the sangha.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some features associated with the laity but without evidence of understanding the thrust of the question such as a descriptive account of aspects of the sangha.</p>	1-2



Buddhism					
(28) AO1 = 28 (12) AO2 = 12					
6 (b) (i) Outline the major types of meditation in Buddhism and examine their context. (ii) Comment on some of the different purposes of meditation within Buddhism.					
Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>It is likely candidates may show a systematic focus on the demands of the question and develop the material from level 3. This may include in an examination of types of meditation an understanding of fundamental features without undue narrative material, showing the implications of the relationship between wisdom and morality and its role in moral development. There may be evidence of fluent, proficient use of technical terms and ideas.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may develop some views mentioned at level 3, including an assessment of the significance of different purposes with a sustained critical analysis of key beliefs in the context of meditation, so as to build up a coherent answer using technical terms and ideas in an intelligent manner. There may be comments about the view that some purposes may be more important than others and the reasons for this. May be reference to scholarly debates.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may select and adapt relevant data. It is likely there will be clear material on some major types of meditation. May be a focus on e.g. Theravada including e.g. samatha and vipassana or may be a broader range including e.g. some Zen practices and their distinctive features and either approach is creditworthy. There is likely to be material on the context of mediation such as the framework of the noble eightfold path linking wisdom and morality.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may evaluate some ideas about purposes of meditation considering evidence and interpretations. Different purposes may be explored in relation to different types of meditation such as control of the mind and cultivation of specific virtues. Candidates may debate impact of beliefs on these purposes and the effect these may have on practices.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to select some key aspects about meditation in a clear and basic manner such as basic accounts of meditational techniques and their purposes.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to clarify a few accurate points about purposes at a simple level such as ideas about control and calming of the mind.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention some basic notions of meditation without obvious evidence of understanding their importance such as descriptive features of meditation.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some points such as describing breathing techniques, but without clarifying their purposes.</p>	1-2

Christianity						
7 (a) (i) Examine Christian teaching, in one historical context, about the life and work of Jesus. (ii) Comment on the significance of the teaching in this historical context.						
Level	AO1	Marks	Level	AO2	Marks	AO1 = 28 (28) AO2 = 12 (12)
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to answer with reference to the Arian heresy and the Chalcedonian Definition or with reference to the teaching of Luther and Calvin, but with reference to other Christian teaching would be acceptable.</p> <p>L4 the candidates will be able to develop the material from L3 in the light of the question for example, there should be some comment about the ways in which the teaching about the person and work of Jesus reflects its historical context.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates should refer to the influences on the scholars and/or to critical comment about their views. There should be balanced reasoning showing awareness of the significance of the teachings.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>There will be a range of information with significant features selected for emphasis; e.g. will explain the decisions concerning the two natures of Christ made at the Council of Chalcedon or Luther's view that it Christ's righteousness which saves but that he unites with man by his incarnate life or Calvin's view of Jesus as prophet priest and king explaining the significance of these titles.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates may discuss the significance of the early Church debate for belief about salvation or for worship or how in Calvin's view Christ's obedience outweighed human disobedience. There may be some comment about the extent to which the teachings reflect New Testament teaching. There should also be some discussion of the extent to which the teachings reflect the historical context.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to show a basic knowledge by selecting some key features, for example, that Arius argued that Jesus was the first of the created creatures, or in Luther's teaching about the nature of Jesus is very closely linked to teaching about his work in salvation or that in Calvin's teaching the emphasis is on God rather than Jesus but that Jesus is the mediator between God and humanity.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates may follow the line of argument of Athanasius - that Jesus had to be God to achieve salvation for man, or they may question Calvin's teaching about predestination.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates are likely to give answers that are generally true of Christian teaching, for example, that Jesus is both God and man without understanding their significance in the context of the question.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Are likely to be simple comments, that Arius' views suggest that Jesus was not God or that Luther's teaching is in terms of Christ's work in salvation.</p>	1-2

Christianity					
Level	AO1	Marks	Level	AO2	Marks
7 (b)	(i) Give an account of Christian teaching about the life and work of Jesus that reflects the social context in which the teaching developed. (28) AO1 = 28 (ii) Comment on the significance of this teaching for Christians. (12) AO2 = 12				
4	A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary. Answers should be wider ranging perhaps identifying the Barthian emphasis in Cone's work and the links with Liberation theology or following Bonhoeffer's development of the teaching of Luther. The answers should also comment on the development of the teachings in their social context.	23-28	4	An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary. May include scholarly comment on Cone's work for example, the heavy reliance on Barthian ideas of revelation or may refer to the development of Bonhoeffer's work by, for example, the Liberation theologians.	9-12
3	A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms. Candidates will show understanding of significant features of the teachings, for example, that Jesus was not literally black but ontologically showing how he identified with the poor and oppressed in the NT and that he was the revelation of God, or that Bonhoeffer's teaching was a reaction to the perversion of Luther's teaching as seen in the behaviour of the German Christians.	15-22	3	A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms. May widen the argument to discuss the weaknesses of contextual theology or the ways in which Bonhoeffer's teaching does or does not reflect the teaching of the New Testament may also include some comment on the fragmentary nature of Bonhoeffer's work.	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Would expect answers to discuss either the work of Bonhoeffer in the light of the persecution of the Churches by the Nazis or the teaching of the Liberation theologians in South America or the teaching of James H Cone. The answers are likely to be simple statements, Cone taught that Jesus was the Black Messiah, Black to identify with those who are oppressed racially or that Bonhoeffer taught that Jesus was the man for others.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates may continue to make straightforward comments, for example, the apparent approval of the use of violence in Cone's work or the extent to which Bonhoeffer's life reflected his teachings.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Answers are likely to be generally true of Christianity, for example, that Jesus is concerned for the poor and oppressed without understanding of their significance in the light of the question.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Answers are likely to make simple comments without development, candidates may say that it is difficult for a white Christian to identify with a Black messiah, or may make a comment about Bonhoeffer's reaction to the Nazi persecution of the Churches.</p>	1-2

Christianity						
Level	AO1	Marks	Level	AO2	Marks	Marks
8 (a)	(i)	<p>Give an account of one aspect of Christian teaching about the nature of God. Candidates are likely select one of the areas mentioned in the guidance for teachers.</p> <p>Comment of the significance of this teaching for Christians today.</p>	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Should refer to scholarly opinion in response to the questions raised in Level 3 covering a range of views and responses.</p>	(28) (12)	AO1 = 28 AO2 = 12
	(ii)					
3	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>There should be a full range of material highlighting the most important aspects of the teaching, for example, answers may develop the explanation of implications mentioned in Level 3 or develop the idea of God's self limitation.</p>	23-28	4	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Likely to consider the wider implications of the teachings, for example, the extent to which genetic engineering is 'playing' God or a responsible use of human stewardship or if God is all-powerful how/why did he allow his Son to suffer and die?</p>	15-22	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to mention differing teachings about the nature of creation or an attempt to define omnipotence without development.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Likely to begin to develop a response to the comments made in Level 1, perhaps about the differing nature of science and theology or the problem of a totally regulated world.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates are likely, for example, to make simple comments about God as creator based on the Genesis accounts or God as all-powerful.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Likely to be simple comments, for example, modern science has proved the Bible to be wrong, or how can God be all-powerful if he allows hurricanes and earthquakes to happen?</p>	1-2



Christianity						
8 (b) (i) Examine a key practice in Christian worship in two Churches. (ii) In what ways and to what extent is the teaching of those Churches reflected in their practice?						
Level	AO1	Marks	Level	AO2	Marks	AO1 = 14 AO2 = 14 AO2 = 12
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Should be a full account of the two practices including all the significant details. The candidates are likely to discuss baptism for credit should be given for discussion of other practices - e.g. confirmation, marriage. Should refer to specific views or teachings for example, for example, Tertullian.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Should refer to scholarly opinion, for example, Barth, should also develop the argument about the relationship between baptism, grace and Christian discipleship.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Should develop the differing views, perhaps drawing the parallel between baptism in the Church and circumcision in Judaism as a sign of the covenant between God and the Church or whether baptism causes the forgiveness of sin or is sign of the forgiveness of sin having already taken place.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Should take a wider view of the arguments, that infant baptism signifies membership of the Christian community and therefore support of the community, but may also argue that infant baptism seems to imply that one may be born a Christian.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Should include more detail for example, the declaration of faith and the promises made by the godparents. Candidates are likely to refer to infant baptism as a sacrament or to original sin or refer to the Reformation view that baptism can only be administered to someone who repents and has faith.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Should begin to develop the differing viewpoints, that parents who are Christians wish to bring up their children as part of the Christian community or the only person who can make the commitment of faith is the believer.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Likely to make simple comments about the differing practices, for example, referring to total immersion of adults and infant baptism. Answers are likely to make simple comments referring to New Testament teaching, for example, the references to the baptism of adults.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Likely to make simple comments, that it is not possible to make a commitment of faith on behalf of another, that infant baptism may be popular for the wrong reasons.</p>	1-2

Hinduism						
9 (a) (i) Give an account of the distinctive features of the Indus Valley culture and Aryan influences on it. (28) AO1 = 28 (ii) Comment on their significance for Hindus. (12) AO2 = 12						
Level	AO1	Marks	Level	AO2	Marks	
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to have an explicit focus on the demands of the question and substantiate the data arising from level 3. There is likely to be a full range of material, noting the complexities of interpretation of the evidence and the considerable mix of racial, ethnic and linguistic groups. Intelligent use of examples and details. Candidates may discriminate material in order to highlight what is distinctive, together with a proficient use of terms.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to present a critical analysis of the evaluative demands of the question developing material from level 3. Some may debate problems of interpretation of evidence along with implications about its significance. Some may consider alternative viewpoints using scholarly material. Fluent and proficient use of technical terms.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select and display understanding of the distinctive features constructed into a clear, coherent answer. May focus on types of deities including male and female forms, beliefs about nature, characteristic practices and customs including purification and burials. There may be reference to distinctive features associated with Harappa and Mohenjo-daro; Indus script and religions and key features of Aryan impact and influence.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may sustain an interpretation about significance of this period with informed judgements about beliefs, customs and practices. They may consider the evidence and diversity of material. There may be reference to possible roles of priests, aspects of 'proto-Siva', reverence paid to selected animals and distinctive features of worship.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to select some key features of this period with basic information such as general layout of archaeological features and significant finds.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to clarify at a simple level some issues about the significance of this period such as role of deities and related practices.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may identify a few generalised features without evidence of understanding what is distinctive such as descriptive accounts of daily life in this period.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may describe a few points about possible significance but in a limited manner such as representations of particular deities.</p>	1-2

Hinduism					
9 (b) (i) Identity some of the key features of Vedic beliefs. (ii) Comment on the significance of Vedic practices for Hindus.					
Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to present a full and clear answer, developing material from level 3. May include an understanding of evidence and Vedic sources with an ability to highlight key features coupled with clarification and explanation of key beliefs. They may be a well structured answer with proficient use of terms and concepts.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to present coherent evaluation of the significance or otherwise of Vedic practices developing views from level 3. May be debate problems of interpretation of evidence. There may be a critical analysis using scholarly views, considering the extent or otherwise of the significance of practices so as to build up a coherent answer with informed judgements. Fluent and proficient use of technical terms and concepts.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select and adapt material so as to focus on seminal features of key beliefs. May be material on beliefs about deities including creation stories, beliefs about order including duties concerning correct way of living in certain contexts, notions of death and the cycle of time, beliefs linked to ceremonies. Clear and accurate answer.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select and adapt material so as to present informed judgements about the significance of Vedic practices. This may focus on sacrifices such as fire sacrifices and views about the significance of selected deities and role of priests, debating significance of sacrifices in terms of praise and offerings, wellbeing of people and cosmos. May be reference e.g. to soma and notions about asceticism.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to select some accurate data showing a basic awareness of key beliefs such as invocations to deities and significance of fire and sacrifices.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to select basic material with simple viewpoints about the significance of various practices such as sacrifices.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may identify some features without evidence of understanding their importance such as a view about the importance of fire but without evidence of understanding its significance.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some practices without evidence of evaluation of significance such as descriptive accounts of priests.</p>	1-2

Hinduism						
10 (a) (i) Examine the key teachings of two types of yoga. (ii) To what extent are these teachings reflected in practice?						
Level	AO1	Marks	Level	AO2	Marks	
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to present a consistent focus on the AO1 demands and to develop material from level 3. There may be understanding of the context of the selected types of yoga such as context of beliefs about liberation, amplification of key features and beliefs about human nature and the world, notions of a transformation of consciousness. Candidates may discriminate across the material so as to identify the more important features and teachings.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely there may be a good understanding of the evaluative demands regarding the implications of these teachings for practice, such as views about the context of beliefs about relationship between body and soul, notions of 'God' and liberation. Candidates may build up a coherent appraisal of these implications drawing on a proficient use of key terms and concepts. There may be an assessment of contributions from various teachers.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates will select and show understanding of significant features in two forms of yoga together with knowledge of their key teachings. Candidates will be credited from a range of possible exemplars. Clear exposition with intelligent use of key terms and this may include e.g. notions of liberation, beliefs about 'God' and 'self' including relationship between soul and matter.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may evaluate material on the relationship between teachings and practice focusing on the types of yoga selected, such as interpretations about liberation and methods to achieve this, and discussions related to mental and physical control and the goals of renunciation and asceticism. There may be alternative points of view such as theistic and atheistic views.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to identify two types of yoga with an ability to name these types and present a basic account.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may present a few ideas about the practice of yoga in a simple manner such as basic comments about meditation.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention some information about yoga in a generalised manner such as a descriptive account of a few yogic practices.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some data about practice without evidence of argument such as physical features.</p>	1-2



Hinduism					
10 (b) (i) Examine the distinctive emphases of two of the following; Rama, Sakti and Siva. (28) AO1 = 28 (ii) Comment on the significance of these two for Hindus. (12) AO2 = 12					
Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>It is likely candidates may show a consistent focus on the question and amplify the material from level 3. This may include a fuller range coupled with selection of precise details in order to pinpoint what is distinctive and explain the significance of the material. This may include material on the preservation of the universe and features of an ideal human being. Candidates may create a well-structured answer with a fluent use of terms and concepts such as an understanding of the significance of avatar.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may present clear evaluation of the significance of these figures, developing ideas from level 3, such as debates about union with God and moral well-being, clear analysis of key terms, building up a coherent answer. There may be reference to the principle of ishtadeva and implications for tolerance.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may select and adapt material in order to focus on the question and this includes selective use of biographical data. This may illustrate the ability to select distinctive features for emphasis. Attention may be given to beliefs and practices, showing an understanding of key terms such as bhakti and puja and distinctive emphases including views about scriptures.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may debate issues about the significance of the two selected figures. This may draw on a range of relevant data including material on practices and festivals, together with importance of related beliefs, showing why the figures are significant.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates will select some key emphases from two of the figures showing a basic awareness of distinctive features, including narrative material.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may clarify a few points about significance in a simple manner such as importance in selected scriptures.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention some data about two of the figures without evidence of understanding their distinctive emphases, such as simple biographical material.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some issues but without clarification such as stories about their role in devotion.</p>	1-2

Islam						
<b>11 (a) (i) Examine the religious and social context of Muhammad. (ii) Comment on the significance of this context for an understanding of the life and work of Muhammad.</b>						
Level	AO1	Marks	Level	AO2	Marks	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>It is likely candidates will create a consistent focus on the thrust of AO1 demands developing some data from level 3. This may include reference to specific types of the various monotheistic traditions and particular detail about indigenous traditions together with key social features of Arabs and their ideas including leadership. This may include amplification of key points with attention to detail where appropriate showing what is important about this context for a study of the life and work of Muhammad. Candidates may clarify and explain key terms and ideas leading to a well-structured, fluent answer.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may show a clear understanding of the evaluative aspects, following through views applicable at level 3, leading to an appraisal of the nature and extent of the significance of these contexts for an understanding of the life and work of Muhammad. This may include views that Muhammad transcends such contextual influences. They may produce a sustained critical analysis explaining key terms and ideas.</p>	(28) (12)	AO1 = 28 AO2 = 12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select a range of relevant data. They may clarify significant points such as notions of polytheism, animism, jinns, rituals, Jewish, Christian and Zoroastrian traditions; social groupings and changes in societies. It is likely they may understand implications for Muhammad, including reasons for his rejection of some of these contextual systems.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may weigh up the evidence and reasons about the nature of the significance of this context for a study of life and work of Muhammad. This may include debates about reasons why some features were rejected such as polytheistic practices and other features were reformed such as monotheism, acknowledging diversity of issues.</p>	5-8	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some key points in a basic manner such as animism and polytheism.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may clarify some views about the contextual influences on Muhammad in a simple manner such as his early preaching in Mecca and the significance of the early revelations.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates mention a few features in a generalised manner such as the status of Mecca.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some issues without arguing a case such as criticisms of various practices in Mecca.</p>	1-2

Islam						
(28) AO1 = 28 (12) AO2 = 12						
11 (b) (i) Examine the prophetic and political features of the life and work of Muhammad. (ii) Comment on the significance of one of these features for Muslims.						
Level	AO1	Marks	Level	AO2	Marks	AO2
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to have a coherent focus on the full development of AO1 from level 3. There may be a range of relevant material with focused material where appropriate. Candidates may examine relevant contextual features about prophecy and politics in order to highlight significant points about Muhammad such as distinctive features of his prophetic call. A well-rounded examination may incorporate specific examples including highlighting the success of Muhammad's work and spread of his influence in his own lifetime. It is likely candidates may show understanding of problems and successes and an explanation of significant points with proficient use of key terms and concepts.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may display a clear understanding of the evaluative demands with balanced reasoning e.g. about the nature of Muhammad as prophet and what is distinctive such as 'seal of the prophets'; or what may be distinctive in a political context. They may build up a coherent answer and will be credited with a variety of responses provided the evidence is well supported.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may select and adapt significant features across a range of AO1 demands. They may discriminate the degrees of importance such as the call to be a prophet, implications for teaching such as revelation and reasons for key pivotal points such as the hijra, implications for authority, status of Muhammad and political influence in Madinah and development of theocracy.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may evaluate the issues weighing up the evidence in a sustained manner, debating key beliefs and interpretation of political and prophetic themes with some understanding of potential influence of the selected theme such as the status of the Quran or <i>umma</i>.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some important prophetic and political features with a basic awareness in relation to the life and work of Muhammad. There may be more narrative material at the expense of adaptation to the question.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may clarify a few ideas about significance via a simple argument such as a view about the status of <i>shahada</i>.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may identify a few features in a generalised manner such as an account of the <i>hijrah</i>.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some issues without arguing a case such as a description of Muhammad as the final prophet.</p>	1-2

Islam						
<b>12 (a) (i) Examine the beliefs about life after death in Islam. (ii) Comment on the significance of these in the context of the six beliefs.</b>						
Level	AO1	Marks	Level	AO2	Marks	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>It is likely candidates may have a consistent focus on the demands of the question with a full range of material and an intelligent analysis of key specific details such as resurrection, judgement, paradise and hell. They may display a proficient use of technical terms.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to present a clear understanding of the evaluative demands regarding the significance of this context, following through material from level 3 with a sustained critical analysis about free-will and predestination and debates about martyrs. They may use technical terms and concepts in an intelligent manner. Will be credited with a variety of responses provided the evidence and reasons are sound.</p>	(28) (12)	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may select and adapt key beliefs about life after death in the context of the six beliefs. There may be an accurate range of information with evidence of discrimination of key ideas such as clarification of nature of day of judgement and distinctive features of life after death such as angels and Gabriel.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may evaluate the material focusing on the significance of this context of the six beliefs such as tawheed, judgement, shirk, beliefs about resurrection together with implications for practice.</p>	5-8	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some key beliefs with a basic knowledge of the material such as resurrection and judgement.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may clarify a few significant points in a straightforward way such as beliefs about Allah and resurrection.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may identify a few beliefs about life after death in a generalised manner such as the role of angels.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some issues but without arguing for their significance such as a descriptive account of paradise.</p>	1-2



Islam						
12 (b) (i) Examine the significance, for Muslim belief, of any two of the five pillars. (28) AO1 = 28						
(ii) Comment on the significance for Muslim practice of any two pillars. (12) AO2 = 12						
Level	AO1	Marks	Level	AO2	Marks	
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>It is likely candidates may present a consistent focus on the demands of the question, so that any information about the selected pillars is used to focus on their significance of belief. This may include relevant contextual material with explanations about purposes and status within Islamic beliefs. They are likely to use technical terms and concepts in an intelligent manner.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may present a clear understanding of the evaluative demands of the question in a coherent manner noting different interpretations about issues of significance. There is likely to be sustained critical analysis. Will be credited with a variety of responses provided the reasons and evidence are sound.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may select and adapt material about beliefs from any two pillars in order to highlight what is significant e.g. pivotal importance of submission, value of discipline, and the ramifications of these pillars across various key beliefs.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely that candidates may weigh up significant points about practices from any two pillars noting for example their obligatory status compared to other beliefs and practices and the significance of <i>umma</i> arising from these practices.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some important features of the five pillars focusing on beliefs in a basic manner. May be descriptive material at the expense of analysis.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may clarify a few significant points at a simple level. May be descriptive material at the expense of argument.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention a few features about beliefs associated with the five pillars such as an account of <i>tawheed</i>.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some issues without arguing for their significance such as a descriptive account of prayer.</p>	1-2

**Judaism**

**13 (a)** (i) Examine the key teachings of Rashi and his school and of Judah Halevi in their historical and religious context. (28) AO1 = 28  
(ii) Consider the significance of one of these figures for Jewish thought. (12) AO2 = 12

Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates may have a consistent focus on the full demands of the question. There may be a range of material highlighting significant points related to the historical and religious context with a focus on the key teachings and a proficient use of terms. The key teachings may be rooted in key sources with relevant exemplar material.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may present a clear understanding of the evaluative demands of the question noting other aspects of rabbinic Judaism and religious traditions such as Christianity, Islam and also Greek philosophy. May be debates about interpretations of revelation, reason, status of chosen people. Sustained critical analysis focusing on implications for Jewish thought drawing on technical vocabulary. Will be credited with a variety of responses provided reasons and evidence are sound.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may select and adapt data to highlight significant features of the historical and religious context and key teachings of Rashi and Judah Halevi including attention to rabbinic Judaism, diaspora, scriptures and Talmud.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to evaluate information and interpretations weighing up evidence and reasons including significance of the codification of the law, debates about the role of rabbis.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some important features about Rashi and Judah Halevi with biographical detail at the expense of analysis.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may clarify some points about significance at a simple level such as views about revelation and the Jewish people.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention a few features that are generalised and biographical.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some issues about one figure without arguing for significance such as role of rabbis.</p>	1-2

**Judaism**

**13 (b)** (i) Examine the historical and religious context and the key teachings of Moses Maimonides.  
(ii) Comment on his significance for Jewish belief and practice.

(28) AO1 = 28  
(12) AO2 = 12

Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>It is likely candidates may show a consistent focus on the full demands of AO1 ranging across the historical and religious context and the key teachings, developing ideas from level 3. There may be a full range of data with a selection of specific detail to highlight important points. Proficient use of technical terms.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may present a clear understanding of the evaluative demands concerning his significance for both Jewish belief and practice with a sustained critical analysis across a range of material so as to build up a coherent answer such as debates about the relationship between religious belief and philosophy. There may be good use of technical vocabulary and candidates will be credited with a variety of responses provided the reasons and evidence are sound.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to select and adapt material in order to focus on the historical and religious context and key teachings of Moses Maimonides. There may be evidence of understanding important points such as his interpretation of scriptures, beliefs about God, revelation, God's relationship with humanity, messiah, resurrection.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may evaluate material weighing up evidence and reasons to argue for what is significant for Jewish beliefs and practice such as discussions about theological context and status of revelation and scriptures.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some important features showing a basic knowledge of Moses Maimonides. May be undue emphasis on biographical data at expense of analysis.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to clarify some important points about his significance at a simple level such as his beliefs about revelation.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention some features about Moses Maimonides, such as God's relationship with humanity, but without an understanding of their importance.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some features of Moses Maimonides, such as importance of family purity, without arguing for his significance.</p>	1-2

Judaism						
14 (a) (i) Examine the key teachings and practices of Orthodox Judaism. (ii) Comment on their significance in Judaism.						
Level	AO1	Marks	Level	AO2	(28) (12)	AO1 = 28 AO2 = 12
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>It is likely candidates may present a consistent focus on the question showing a clear perspective of Orthodox Judaism including its key teachings and practices and its status within Judaism. There may be a full range of precise detail in order to pinpoint key features. Will be credited with reference to key personnel. There may be an ability to explain key concepts with a proficient use of technical terms.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may present a critical appraisal of some debates and interpretations about the significance of Orthodox Judaism with balanced reasoning leading to a coherent answer. This may include e.g. discussions about the nature of authority and role of tradition, status of Israel and chosen people of God and also gender issues. Will be credited with a variety of responses provided the evidence and reasons are sound.</p>		9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may select some teachings and practices of Orthodox Judaism and adapt them to highlight what is distinctive, such as notions of authority and revelation, Torah and Talmud, 'chosen people', key customs and practices.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may consider the significance of Orthodox Judaism weighing up evidence and reasons concerning its distinctive contributions, including debates about the context of the Orthodox tradition, views about authority and revelation. There may be an appraisal of implications for practice, such as significance of Sabbath, dietary laws, rites of passage and debates within Judaism about these topics.</p>		5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to select some key teachings and practices with a basic understanding such as status of scripture.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may clarify a few points in a straightforward manner such as a comment about authority and tradition.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may identify a few teachings and practices without understanding their significance such as descriptive accounts of selected practices.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some issues at a descriptive level such as dietary laws.</p>	1-2



**Judaism**

**14 (b)** (i) Examine and comment on the key teachings and practices of Reform Judaism. (20) AO1 = 20  
(ii) Examine and comment on the distinctive emphases of either Conservative or Liberal Judaism. (20) AO1 = 8  
AO2 = 12

Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>It is likely candidates may present a consistent focus on the whole demands of AO1 across both parts of the question. The full range of material and precise detail may pinpoint key teachings and practices such as Jewish identity, gender topics, interfaith issues etc. They may refer to key personnel in these traditions and their contributions together with an ability to explain key concepts.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>It is likely candidates may present a clear understanding of the evaluative demands across both (i) and (ii), commenting on the main emphases of the two selected traditions. There may be balanced reasoning arising from debates, discussions and interpretations including contentious issues. There may be a sustained critical analysis leading to a coherent answer. Will be credited with a variety of responses provided the evidence and reasons are sound.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may select and understand some of the key teachings and practices of the selected traditions spanning (i) and (ii). This range of relevant material may include notions of authority and place of revelation, interpretation of status of scriptures, views about the chosen people of God, variegated nature of customs and practices.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>It is likely candidates may consider the AO2 demands across both parts of the question, weighing up evidence and reason commenting on the main emphases of the two selected traditions focusing on both teachings and practices in order to clarify what is distinctive of each tradition.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may select some key features with a basic knowledge of the selected traditions such as distinctive Jewish features and relationship with Gentiles.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>It is likely candidates may clarify a few points in a straightforward manner such as views about Jewish identity.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates may mention a few features of the selected traditions in a descriptive manner such as the place of women.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may mention some features but without argument such as an account of disputes with Orthodoxy.</p>	1-2

Sikhism						
15 (a) (i) Examine the key events in the life of Guru Nanak in their religious context. (ii) Comment on the importance of Guru Nanak for Sikhs.						
Level	AO1	Marks	Level	AO2	Marks	AO1 = 28 AO2 = 12
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to examine a limited number of selected events, such as his religious experience, in some depth. They will typically show why they had a significant impact on the course of his life and on his teaching, and why they are important in understanding his life. They may recognise some of the difficulties of interpreting sources for a biography.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates will typically consider the centrality of Guru Nanak in Sikhism and will show their familiarity with some of the debates about the possible uniqueness and pre-eminence of Guru Nanak, as well as about his role and status as founder of a new spiritual path. They will show awareness of discussions about the relative importance of Guru Nanak in relation to the other nine Gurus and about the extent to which, for example, they kept to or deviated from his original message.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates will typically give an accurate account of at least three events, including his religious experience, with a clear attempt to show their significance in the Guru's life or their impact on his development.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates will typically focus in detail on the idea of Guru Nanak as the founder of Sikhism, and on the uniqueness and originality of his message and experience. They will show some awareness of debates about his relative importance for Sikhs, for example in relation to the later influence on Sikhism of Guru Gobind Singh.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to give a full and accurate account of at least two events, including his religious experience, and will give some indication about the impact of the events on the course of the Guru's life.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to present a case, with examples, to support the view that Guru Nanak, as the founder of Sikhism, is both unique and pre-eminent and, as such, is the most important of the gurus.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates will typically give a simple, narrative account of at least two events.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates will typically describe the role of Guru Nanak as the founder of Sikhism.</p>	1-2

Sikhism						
15 (b) (i) Examine the ways in which the term 'Guru' is used by Sikhs. (ii) To what extent is it true to say that Sikhism is a distinctive religion?						
Level	AO1	Marks	Level	AO2	(28) (12)	AO1 = 28 AO2 = 12
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to give a detailed account of the distinctive uses of the term, in relation to the Sat Guru, to the ten Gurus and to the Guru Granth Sahib ( and possibly also to the Guru Panth) and show understanding of the relationship between them and the underlying principle of enlightenment from the divine.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates are likely to address the debate about common ground between Islam, Hinduism and Sikhism, and some of the more significant differences, typically by reference to a range of examples, including Guru Nanak's own teaching, drawn from the historical background of the origins of Sikhism. In a balanced answer, they will typically give weight both to the issue of distinctiveness and to the question about its extent.</p>		9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates will typically give an accurate account of at least two of the ways in which the term is used, showing some awareness of the connection between them and some understanding of the meaning of the term.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates are likely to focus mainly on the discussion about the meaning of Guru Nanak's assertion that he set out to follow the way of God. They will typically give some consideration to both distinctive and common elements between Hindu, Muslim and Sikh beliefs and practices.</p>		5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates will typically give an account of two applications of the term, showing some awareness of its basic meaning.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates will typically tend to make simple comparisons based on Guru Nanak's assertion and drawing on a limited range of evidence.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates will typically describe the use of the term in relation to the ten Gurus and the Guru Granth Sahib.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates are likely to present a simple case for distinctiveness based on generalisations about Guru Nanak's assertion.</p>	1-2

Sikhism						
16 (a) (i) Outline Sikh teaching about the nature of God. (ii) To what extent is the practice of devotion the basis of the Sikh way of life?						
Level	AO1	Marks	Level	AO2	Marks	AO1 = 28 (28) AO2 = 12 (12)
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to examine a wide range of terms used by Sikhs to refer to or describe the divine being, typically by detailed and accurate reference to those used in the Mool Mantar. They will also typically show some understanding of the underlying Sikh concept of the divine, typically by reference to other contemporary perceptions about God such as those of Hindu and/or Islamic theism.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates will typically consider, with examples, the relative importance of the devotional life and discipline, as the defining spiritual path towards union with God, and of some of the other (mainly ethical) principles, such as honest work and giving to charity, which are fundamental to the Sikh way of life and to achieving mukti. They will also typically argue that both morality and spiritual discipline are basic to the Sikh way of life.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates will typically show understanding of some of the key Sikh ideas about God expressed in the Mool Mantar and also show some awareness of the relationship between the ideas and the distinctive Sikh interpretation of God.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates will typically consider the importance of devotional practice for Sikhs, and recognise that there are other disciplines which impinge on the way Sikhs live their lives.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates will typically refer, with some elaboration or explanation, to some of the key terms or ideas used by Sikhs to describe God.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates will typically give a mainly descriptive account of Sikh devotional practice and discipline and show how and why it is important in the Sikh way of life.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates will typically give a simple outline of at least two Sikh teachings about God.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates will typically outline some of the devotional discipline followed by Sikhs, presenting a simple, general argument about its importance.</p>	1-2



Sikhism						
<b>16 (b) (i) Outline the principles of conduct for members of the Khalsa. (ii) How far is membership of the Khalsa essential for a person to be a Sikh?</b>						
Level	AO1	Marks	Level	AO2	Marks	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates are likely to examine a range of rules about personal conduct, and show understanding of the underlying principles of behaviour for Sikhs, such as those which contribute to spiritual growth, for example sewa, as well as those which constitute marks of identity with the Khalsa, such as the wearing of the 5 Ks. They are also likely to show understanding of spiritual and moral principles of the Rahit Maryada.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Candidates will typically make a careful comparison, drawing on evidence and argument, between the orthodox view that conformity with the discipline and authority of the Khalsa defines a Sikh, and other views about the relative unimportance of outward observance and conformity, and the over-riding spiritual principles which are basic to living a God-centred life. They should arrive at a balanced conclusion.</p>	(28) (12)	AO1 = 28 AO2 = 12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Candidates will typically focus their answers on codes of conduct and show accurate knowledge of the rules governing behaviour. They are likely to show some awareness that there are more fundamental principles which underlie the codes and be able to describe some of these and their relationship to the Khalsa.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates will typically present the orthodox view that Sikhism is defined by the Khalsa whilst considering the view that there are others who claim to be Sikhs, and devoted to its way of life, who do not necessarily conform in every respect, with its authority or discipline.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates will typically describe in some detail, and accurately, one of the sets of rules such as the prohibitions, and show how these are linked with belonging to the Khalsa.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Candidates are likely to describe what is entailed in belonging to the Khalsa whilst recognising that some who do not conform still wish to be considered as Sikhs.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Candidates will typically refer to a number of isolated and unconnected rules which are associated with the Khalsa.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates are likely to present a typically one-sided argument, in general terms, for or against the orthodox view.</p>	1-2

**New Testament**

New Testament					
Level	AO1	Marks	Level	AO2	Marks
17 (a)	<p>(i) Examine either the teachings of Jesus, in Luke's Gospel, concerning wealth and the poor or examine the meaning of the sayings 'I am the light of the world' and 'I am the good shepherd' in the Fourth Gospel.</p> <p>(ii) With regard to your answer in (i), consider why these teachings/sayings were so controversial at that time.</p>	<p>(28) AO1 = 28</p> <p>(12) AO2 = 12</p>			
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>For Luke, candidates need to highlight both wealth and the poor. Important issues such as the love of God should be identified using evidence such as the Sermon on the Plain For Fourth Gospel, meaning of sayings needed in context; will include symbolism and Old Testament imagery.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>For Luke, likely to include highlighting differences between Jesus' teaching on wealth and poor with that of Judaism at the time. For Fourth Gospel, look at response of Jewish Authorities, challenge to Jesus' relationship to Father. Views of scholars.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>For Luke, are likely to provide examples such as the Beatitudes and Rich Ruler and will deal with basic ideas of serving God not money. Both teachings need to be covered. For Fourth Gospel, both sayings must be covered. Will need context of saying and meaning based on Biblical notions.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>For Luke, will probably highlight issues of money and distraction from God - cannot serve God and money. Differing views of scholars. For Fourth Gospel, broad discussion of e.g. blasphemy, Psalm 23, anger of Jewish Authorities.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>For Luke, there is a basic awareness of issues such as love, greed and selfishness. Might tackle just one issue. For Fourth Gospel, may tackle just one saying or put into general context with little reference to meaning.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>For Luke, will probably include discussion about the nature of forgiveness and selfishness. For Fourth Gospel, general comments on Jesus' relationship to God, breaking Law, anger of Jews.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>For Luke, likely to concentrate on narrative with such items as the rich ruler and the lost son. For Fourth Gospel, likely to tell the story of incident surrounding the saying, with little discussion of meaning.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>For Luke, candidates will probably offer general discussion on wealth and poor. For Fourth Gospel, candidates will discuss context of sayings, with little comment on background.</p>	1-2

**New Testament**

<p><b>17 (b) (i) What can be learned about the ministry of Jesus from either the healing of the paralytic and the raising of the widow's son (Luke's Gospel) or the healing of the lame man at the Pool and turning water into wine (Fourth Gospel)? (28) A01 = 28</b></p> <p><b>(ii) To what extent were miracles an essential part of Jesus' ministry? (12) A02 = 12</b></p>						
Level	AO1	Marks	Level	AO2	Marks	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates need to highlight important issues such as power and love of God. Use of vocabulary such as salvation, sin, atonement, forgiveness. Discussion on Jesus' relationship to God.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Is likely to include evaluation of views of scholars concerning importance or otherwise of miracles.</p>	9-12	
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Will need to show accurate knowledge and understanding of miracles in the text. Look for context and teaching concerning the miracles.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Will offer range of viewpoints and evaluation. Look for arguments both ways. May include discussion of different types of miracles. Views of scholars.</p>	5-8	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>There is a basic awareness of significance of miracles. Might tackle just one incident.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Will display basic evaluation of importance of miracles. Should to discuss both. May include other examples.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Will probably re-tell miracle stories from text.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Candidates may offer simple evaluation of importance of miracles.</p>	1-2

**New Testament**

		18 (a)			
Level	AO1	Marks	Level	AO2	Marks
4	A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.	23-28	4	An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.	9-12
	For Luke, candidates need to highlight important teachings and examples. Need both prayer and praise e.g. Lord's Prayer, parables. For Fourth Gospel, selection of incidents and meaning behind them. Need to show background knowledge of status of women at that time.			For Luke, likely to include evaluation of views of scholars concerning Jesus' teaching as opposed to Judaism. For Fourth Gospel, candidates should evaluate attitude of Jesus in light of Judaism.	
3	A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.	15-22	3	A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.	5-8
	For Luke, candidates should refer to textual narrative and examples e.g. songs of praise. Look for important aspects of teaching and views of scholars. For Fourth Gospel, will need to show accurate knowledge and understanding and are likely to provide examples of incidents such as Woman in adultery and Mary and Martha.			For Luke, evaluation of teaching as compared with Judaism, highlighting similarities and differences. For Fourth Gospel, will offer range of viewpoints and evaluation e.g. of position of women in relation to God. May be discussion of women's role in Jewish society.	

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>For Luke, look for basic understanding of textual narrative, perhaps with some background concerning Judaism. For Fourth Gospel, look for a basic awareness of social and cultural issues. Might tackle just one incident.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>For Luke, candidates should evaluate basic teaching and make some attempt to reflect views of Judaism. For Fourth Gospel, will display basic evaluation of women's role in Judaism and simple argument of the difference in Jesus' teaching.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>For Luke, candidates will probably re-tell narrative. Similarly, for Fourth Gospel, look for simple use of narrative incidents such as the conversation with Samaritan woman.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>For Luke, candidates may offer simple evaluation of teachings. For Fourth Gospel, will probably be a general discussion of women's role through isolated instances.</p>	1-2



**New Testament**

**18 (b)** (i) Examine the significant features of Jesus' teaching concerning the nature of discipleship. (28) AO1 = 28  
(ii) Consider the importance of John the Baptist and the Twelve Disciples in the ministry of Jesus. (12) AO2 = 12

Level	AO1	Marks	Level	AO2	Marks
4	<p>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>Candidates need to highlight demands with the emphasis on teaching. Important issues such as forgiveness, community, witness, new life, spirit, truth and testimony should be identified.</p>	23-28	4	<p>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>Is likely to include discussion on importance of salvation, witness and testimony. Look for range of viewpoints and scholarship.</p>	9-12
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>Will likely to provide examples of teaching such as the calling, persecution and the mission to the world. Look for views of scholars and context of teachings.</p>	15-22	3	<p>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</p> <p>Candidates may include discussion on fellowship, obedience. Look for evaluation of importance in Jesus' ministry. Both John and Disciples should be discussed. May mention influence of Holy Spirit.</p>	5-8

2	<p>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>There is a basic awareness of issues such as following Jesus, commitment, danger and prayer. Might tackle just one issue.</p>	7-14	2	<p>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Will include simplistic notions of who John and Twelve were and what he did.</p>	3-4
1	<p>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</p> <p>Simply narrative concerning John and Disciples. Refer to such items as the names of disciples.</p>	1-6	1	<p>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</p> <p>Will probably tell the story of John and Disciples.</p>	1-2
<b>TOTAL 120 MARKS</b>					