

Mark Scheme Summer 2009

GCE

GCE Religious Studies (8RS01)

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General Marking Guidance

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

6RS01 - Unit 1: Foundations

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

Assessing Quality of Written Communication

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

Assessment Objective 1

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

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

Level	Descriptor	Marks
2	<p>Mainly relevant and accurate information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</p> <p>Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 6 marks most information presented is relevant to the task and accurate; limited in scope; organised sufficiently to show an implicit awareness of the issue; expressed with limited clarity</p> <p>Mid Level 2: 7-8 marks relevant and accurate information organised to show some awareness of the issue raised; with sufficient scope to show recognition of the breadth of the task; expressed simply and with some clarity</p> <p>High Level 2: 9-10 marks a simple structure in which appropriate information is organised; leading to a clear though basic awareness of the issue raised; expressed clearly</p>	6-10
3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 3: 11 marks sufficient accurate and relevant knowledge to show a sound awareness of the issue; information organised to present a clear structure; some key features identified; reference to some key ideas and concepts; expressed clearly using technical terms occasionally</p> <p>Mid Level 3: 12-13 marks breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features identified with some elaboration; showing understanding of some key ideas and concepts; expressed clearly and accurately using technical terms</p> <p>High Level 3: 14-15 marks a good range and/or detail of appropriate knowledge; presented in a mainly coherent structure; significant features explained for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately</p>	11-15

Level	Descriptor	Marks
4	<p data-bbox="309 224 1220 347">A coherent and well-structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p data-bbox="309 376 1257 470">The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> <p data-bbox="309 499 1241 656">Low Level 4: 16-17 marks accurate, relevant and detailed knowledge of the subject matter at a broad range or in sufficient depth; emphasis on significant features; using evidence to show general understanding of the key ideas; expressed clearly, using technical language appropriately</p> <p data-bbox="309 685 1246 842">Mid Level 4: 18-19 marks accurate, relevant and detailed knowledge of the subject matter at a wide range or in significant depth; emphasis on the most important features; using well-chosen evidence to support understanding of key ideas and concepts; expressed clearly and accurately, using technical language widely</p> <p data-bbox="309 871 1230 1055">High Level 4: 20-21 marks accurate, relevant and detailed knowledge used concisely to present a coherent and well-structured response to the task at a wide range or considerable depth; selecting the most important features for emphasis and clarity; using evidence to explain the key ideas; expressed cogently using technical language</p>	16-21

Assessment Objective 2

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

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

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

Philosophy

1(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of a few ideas about the design argument without explicit reference to the question.	
2	6-10	Candidates may identify some key ideas about a few strengths and weaknesses presented in a straightforward manner.	
3	11-15	Candidates are likely to select some main strengths and weaknesses focusing on the demands of the question. A well-planned answer may examine these simultaneously or consecutively and either approach is credit worthy. Some candidates may focus on debates between scientific explanations and the design hypothesis including the anthropic principle. Others may draw on the various contributions of scholars to this issue in terms of proposals to support the argument with counter arguments.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the advantages of locating an argument in first hand experience of order but they may couple this with the limitations of experience, contrary evidence and problems of interpretation. Candidates may examine the explanatory force of this hypothesis to account for moral and aesthetic orderliness. Typically candidates may focus on the nature of the argument itself such as the strengths and weaknesses of the assumptions, stages in the argument and merits or otherwise of the type of conclusion and the contrasts between deism and theism. Candidates are likely to refer to scholars such as the contrast between Paley and Epicurus.	

1(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple argument about the design argument being strong but without adequate attention to the question.	
2	3-4	Candidates may clarify a basic argument about the overall merits of the strengths and weaknesses but in a simple manner.	
3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may weigh up the trustworthiness of the various strengths and weaknesses using reasons. Candidates may debate selected key principles and assess the probability of the argument. Typically candidates may achieve this by considering various alternative stances.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by an analysis of probability together with a demonstration of sustained reasoning concerning cumulative arguments, debates about brute facts, and differences about the merits of 'Intelligent Design'. Typically candidates may make effective use of scholarly debates such as Philo in Hume's Dialogues, Mill, Tennant, Swinburne. It is likely candidates may come to a justifiable conclusion that makes explicit reference to the issue of probability.	

1(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of the cosmological argument without a focus on the question.	
2	6-10	Candidates may identify some key ideas about the cosmological argument with passing reference to its strengths.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas such as its empirical basis, effective use of analogy of movement and causation, coherent reasoning in the stages of the argument. Candidates may refer to one or more versions of this argument and there is no obvious advantage to breadth or depth as a model of answer.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the strengths of this in terms of the nature of it as an argument with attention to its premise, strategic stages and coherence of the conclusion. Candidates may show the advantages of reasoning about the problems of infinite regress and the logic of necessary existence. Candidates may draw on the contributions of various scholars and systems such as the kalam argument, Aquinas, Leibniz, Swinburne or they may analyse, in more detail, one version.	

1(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple argument about the weaknesses of the argument, without close attention to the wording of the question.	
2	3-4	Candidates may clarify a basic argument with a focus on the weaknesses of the argument.	
3	5-6	Candidates may focus on the evaluative part of the question such as comments on problems with evidence and its interpretation, debatable points in the stages of the argument and the leaps from one stage to another. Typically candidates may comment on the reasonableness or otherwise of rejecting this argument and this may include justifiable alternative explanations.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning and a critical analysis of key concepts. Candidates may consider alternative explanations. Candidates may draw on scholars such as Hume, Kant and the insights in the debate between Copleston and Russell coming to an informed judgement about the extent to which it is justifiable to reject this argument.	

2(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of the problem of suffering with minimal material on solutions.	
2	6-10	Candidates may identify some basic ideas about the problem of suffering with simple accounts of two solutions. Candidates may highlight major problems related to different types of suffering and or evil.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas associated with different types of suffering and the conflict between the reality of certain sorts of suffering and selected attributes of God. Typically candidates may examine solutions that attempt to justify suffering with a close inspection of the meaning of some attributes of God. It is likely some candidates may select theodicies associated with Augustine and Irenaeus, although candidates do not have to select these exemplars. Typically candidates may analyse key terms and concepts.	
4	16-21	It may be noted that candidates may select exemplars from across a range of religious traditions including theistic stances, although it is not essential for candidates to refer to these traditions. For the purposes of this question, the terms 'suffering' and 'evil' may be interchangeable. Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Typically candidates may examine key topics such as the reality of suffering and contradictory views about the coherence between suffering and a range of divine attributes. Some candidates may examine this issue in relation to different perceived purposes of suffering. Candidates may examine the contributions of key scholars such as Aquinas, Hick Swinburne.	

2(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may mention a few weaknesses of a solution without fully addressing the question.	
2	3-4	Candidates may clarify a basic argument about these solutions with reference to their weaknesses presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may weigh up the respective strengths and weaknesses. This may include debates about free will defence; suffering as a necessary means to good, including refinements to the vale of soul-making theodicy.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning with explicit focus on the claim that suffering remains a major problem for religious belief. Candidates may consider the view that the problem is so significant that it provides grounds for atheism or for radically changed concepts about the nature of 'God'. Candidates may refer to a range of scholars and writers such as Hume, Dostoevsky, Mackie.	

2b	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of why some may believe in miracles and present a partial answer to the question.	
2	6-10	Candidates may identify some basic ideas about Hume's definition of miracles and a simple account of why some may believe in miracles.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas such as one of Hume's definitions such as a violation of a law of nature. Typically, candidates may examine the major reasons for believing in miracles with some attention to philosophical reasons. Candidates may examine the links between evidence and its coherence with religious belief, the nature of the evidence and its trustworthiness together with the cumulative argument of a range of testimonies.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the context to Hume's writings including his empiricist method. Typically candidates may analyse concepts and terms such as 'a violation of a law of nature' and 'a transgression of a law of nature by a particular volition of the Deity or by the interposition of some invisible agent'. Candidates may examine the coherence or otherwise of Hume's different attempts to define miracles. Typically candidates may examine a range of philosophical reasons to believe in miracles. These may include belief supported by compatible evidence, reasons to believe that on occasion the 'physically impossible' occurs, support from selected scientific theories such as Quantum Theory, the effectiveness of the principles of credulity and testimony. It is likely candidates may refer to various scholars such as Hume, Aquinas, Swinburne, Gaskin.	

2(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple argument against miracles without an explicit focus on the question.	
2	3-4	Candidates may clarify a basic argument with reference to some problems with belief in miracles presented in a straight-forward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may debate various problems associated with 'evidence' including contentious features about interpretation and alternative explanations. Some candidates may debate this issue with reference to scientific approaches to topics, such as the notion of a 'law of nature'. It is likely they may come to an identifiable conclusion that relates to their discussion.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning about the significance of the weaknesses of the problems of belief in miracles. Some candidates may debate the impact that certain types of definitions of miracles may pre-judge the conclusion about their validity. Some candidates may link these debates into philosophical principles such as the merits of an empiricist method, the trustworthiness of a correspondence theory of truth. Candidates may weigh up criticisms with possible replies so as to create a balanced, reasoned response. It is likely candidates may refer to scholars such as Davies, Flew, Swinburne.	

Ethics

3(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to demonstrate little understanding of the issue raised by the question and what it means for morality to be dependent on religion. They will typically draw on a very limited range of material. It is unlikely they will have any clear understanding of the issues in a broad context and responses will be simple and generic.	
2	6-10	At this level, candidates are more likely to recognise the issue arising from the question – that morality may be considered dependent on religion and that there are key problems associated with that view. Some scholarly contributions may be present, but are likely to be undeveloped, although candidates may typically be able to offer some suggestions as to why some thinkers have rejected the dependency of morality on religion on various grounds such as conflicting religious moral teachings, and/or the possibility of developing a thorough going moral system without reference to religion.	
3	11-15	At this level, candidates will typically be able to recognise an increasing range of subject matter in relation to the wording of the question, expressing some of the problems which may be thought to arise from promoting a dependency of morality on religion. They are likely to make reference to key scholars, such as Dawkins, Freud, Nietzsche, and R A Sharpe, and to show an understanding of how they have responded to religious approaches to morality.	
4	16-21	Candidates will typically be confident in recognising the issues raised by the question and draw on a range of scholarly and philosophical responses to the question of whether religion is dependent on morality. Scholars such as those mentioned above are increasingly likely to appear prominently and to form the basis of discussion. Some reference to the problems raised by particular religious moral positions is likely to be made, for example, Divine Command Ethics, fundamentalist positions on sexual ethics, or even to the failures of Situation Ethics to address these issues.	

3(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	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.	
2	3-4	At this level, candidates will find it harder to incorporate new information or to reach a balanced conclusion. Consideration of whether the view is more or less reasonable will still be evident but candidates will be less likely to develop an argument or justification in depth. Candidates may struggle to find new observations to make because they have already covered some issues of the dependency of morality on religion in (i) in a way which precludes development.	
3	5-6	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 which position is more reasonable. Some new material is likely, perhaps simpler ideas than those that would be explored at the higher level. Candidates will attempt to reach a conclusion in terms of the reasonableness one way or other of the view that morality is dependent on religion, drawing on scholarly arguments, for example those of Aquinas or Kant, or on the perennial attempts to make religious morality appealing to a new generation.	
4	7-9	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 and establish a clear argument for or against the view from the outset. Their argument is likely to be supported by a clear and detailed understanding of scholarly arguments and not just anecdote or general knowledge.	

3(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to rely on a very limited range of material. It is unlikely they will have any clear understanding of the wider context of Utilitarianism and may depend on simplistic case study material.	
2	6-10	At this level, candidates may struggle to identify and express key features of the theory and the answer may have a disjointed feel. Candidates are likely to discuss a limited range of characteristics and may focus entirely on Bentham and Mill without a clear sense of the significant features of either approach or the difference between them.	
3	11-15	Candidates may be reliant on identifying a small range of features of Utilitarianism or may deal with them without significant depth. Candidates may concentrate on Bentham's and Mill's approaches to the theory and are less likely to consider other developments of Utilitarianism but their understanding of the key features of their approaches are likely to be more substantial.	
4	16-21	At this level candidates are likely to be able to identify a significant range of features of Utilitarianism or to explore a narrower range at some depth. 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.	

3(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	At this level candidates may make simple reference to some key features of Situation Ethics, but may typically confuse the theory with Utilitarianism or rely on a single issue such as agape versus happiness.	
2	3-4	At this level, candidates will typically identify a wider range of features of Situation Ethics, but are likely still to struggle with expressing why one or other of the theories is more convincing. Some reference may be made to the value of bringing religious ethics in line with the modern world, or to the reliance of both theories on teleological approaches.	
3	5-6	At this level, candidates are more likely to show an awareness of the key differences between the theories whilst identifying the similar nature of the approach. Reasons as to why one or the other may be more convincing will typically be made with reference to one or more key features such as the relative importance of happiness or agape.	
4	7-9	At this level, candidates will typically be able to offer a developed response to the question, drawing on strengths and weaknesses of both theories and reaching a conclusion, for example, that one or other is more convincing because it responds more effectively to the needs of humans, or to its cultural setting. There will typically be no evidence of confusion between the two theories, but rather a clear understanding of how they are significantly different, although potentially very similar. Evidence of scholarly contributions to both theories is likely to be present.	

4(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	At this level, candidates are likely to address a very limited range of ideas associated with Pacifism. It is likely that they will rely on GCSE level retelling of New Testament principles and will show little awareness of non-religious justifications for Pacifism. Some candidates may struggle to show an understanding of the position beyond a simple claim such as 'Turn the other cheek'. Candidates may attempt to bring in some reference to Just War theory, but it will be unclear how this is relevant.	
2	6-10	Candidates at this level are likely to refer to a narrow range of ideas associated with Pacifism, focusing, perhaps, on one approach, for example religious Pacifism. They may make some references to modern day approaches to pacifism and/or to pacifist individuals or organisations. Some candidates may still attempt to bring in some reference to Just War theory, with a limited degree of success.	
3	11-15	Candidates at this level are likely to show a good understanding of a range of approaches to Pacifism but may typically be 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. They are likely to be less dependent on religious justifications for pacifism, but they may still attempt to make some connections with Just War which are not entirely clear.	
4	16-21	At this level, candidates are likely to deal confidently with a range of issues associated with pacifism and will have a broad perspective on different motivations for pacifism and to examine them with reference to examples without falling into narrative, or offering an overly historical or contemporary political account. Candidates are likely to demonstrate knowledge of religious and non-religious principles regarding pacifism. They may make reference to pacifist individuals or organisations without resorting to anecdote. Candidates at this level are likely to betray a confidence with responding to a question on pacifism without attempting to use their material on Just War theory unless it is directly relevant to their answer.	

4(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	At this level candidates may struggle to relate 'justified' with Just War theory or may fail to recognise the demands of reconciling pacifism with Just War theory. A simple comment about the notion of just war may be the dominant feature of a response at this level.	
2	3-4	At this level, candidates are likely to show an increasing awareness of the claims made by Just War theories and how they may be compatible to some degree with Pacifist approaches. Some strengths of pacifism are likely to be offered with the observation that they may or may not make it difficult to justify wars.	
3	5-6	At this level, candidates are likely to be increasingly confident in recognising the need to reconcile the strong claims made by pacifism with the attempt made by the Just War theory to justify some wars. Candidates may make reference to particular wars as illustrations of the need to justify defensive responses, for example, or to protect human rights. Some candidates may see this as an opportunity to challenge all claims made by pacifism or just war.	
4	7-9	At this level, candidates are likely to make a clear response to the question, having understood that it has asked them to defend the strengths of pacifism <i>and</i> to show that some wars may nevertheless be justified. They may typically present a case for the need to justify some wars because of the principles involved, or, on the other hand, suggest that the Just War theory would involve an unacceptable compromise with pacifism and so no war can be justified if a pacifist stance is held. 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 relationship between just war and pacifism, taking religious beliefs and social and political issues into account.	

4(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates will be likely to demonstrate little understanding of the thrust of the question and make a few general statements about sexual behaviour which may be seen to be right or wrong from the perspective of ethical and/or religious principles.	
2	6-10	Candidates will be likely to show an increased awareness of the demands of the question, perhaps by reference to relative or absolute moral judgements. Use of case studies is likely to be descriptive.	
3	11-15	Candidates will be likely to make accurate reference to the principles of relativism and absolutism in the case of sexual ethics, perhaps by comparison between different religious perspectives. Use of case studies, if any, will typically be linked more directly to the application of ethical theory in making decisions in sexual ethics.	
4	16-21	Candidates will be likely to make clear reference to the thrust of the question providing evidence from religious and moral philosophical approaches. Use of case studies will typically be limited to those which accurately and relevantly illustrate the view.	

4(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	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 whether religious attitudes tend to be old fashioned or inappropriate.	
2	3-4	At this level candidates will typically find it 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 typically relying on claims about the lack of relevance of religious morality to the modern world.	
3	5-6	Candidates are likely to demonstrate an understanding of the implications of the question and be able to offer a balanced, though more limited conclusion as to whether religious attitudes to sexual ethics are outdated, helpful or unhelpful, identifying reasons for and against the claim made in the question	
4	7-9	At this level, candidates will typically 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 religious attitudes to sexual ethics are outdated or unhelpful. Candidates are likely to offer a range of reasons in support of and opposed to the view, for example, that divine command ethics is absolutist and modern society approves a more relativist approach, or that the range of issues in modern sexual ethics has gone beyond that which religious teaching can hope to address. At this level candidates will offer a mature evaluation of these issues.	

Buddhism

5(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of the background to the life of the Buddha with minimal attention to the question.	
2	6-10	Candidates may identify some key ideas about selected aspects of the religious background to the Buddha with an examination of some of the ways these were rejected.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas that were prominent in aspects of Hinduism such as meditation and examine ways in which these were modified and in some cases accentuated by the Buddha. Candidates may examine the reasons why the Buddha rejected the caste system and the significance of the Sangha.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. It may be noted that the question refers to the period prior to the time of the Buddha and if candidates focus exclusively on biographical details they limit themselves to marks at lower levels of achievement. Candidates may examine some Vedic beliefs and practices and examine various underlying beliefs such as a type of rebirth and the impact of karma. Typically candidates may examine the scepticism of the Buddha concerning a number of theological beliefs, that were beyond evidence and lacked practical application, especially beliefs in gods and an eternal soul. Candidates may examine various practices that were rejected and the reasons for this, such as sacrifices linked to the Buddha's teaching on ahimsa. Some may examine the Buddha's views about the merits of asceticism and more significantly its limitations.	

5(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about a few new ideas associated with the Buddha with little attention to the wording of the question.	
2	3-4	Candidates may clarify a basic argument with reference to the new features of the Buddha's teaching presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may weigh up the strengths and weaknesses of these views. Candidates may comment on evidence for this view such as his theological scepticism and affirmation that there is no atman. On the other hand candidates may argue that the thrust of the teaching is significantly coloured by his context such as a reliance on the way of mediation as a means to truth and his view about the cycle of existence associated with moral order.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning an estimate of the significance of the Buddha's teaching. Some may consider the affinity of the Buddha and some aspects of Hinduism. By the use of evidence and reason some may argue that it is too stark to refer to his teaching primarily new. Some may argue that the teaching of the Buddha breaks out of the mould of his context and his questioning of some basic Hindu beliefs was breaking radically new ground. Candidates may refer to the subsequent development of Buddhism that created new systems outside of India with distinctive features.	

5(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of parts of the life of the Buddha with limited focus on the demands of the question.	
2	6-10	Candidates may identify some key ideas about selected aspects of two of the topics in a straightforward manner.	
3	11-15	If candidates examine only one topic they cannot proceed beyond level 3. Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine relevant contextual issues and the bearing they may have on both the life and teaching of the Buddha. Typically candidates may use biographical material as a means to highlight significant factors such as the importance of the Sangha and its purposes in the Buddha's time.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the influence of key contextual matters on the selected topics such as Hindu practices of asceticism and the reasons why these were rejected by the Buddha. Typically candidates may examine significant features across both the life and teachings such as the ideas associated with the death of the Buddha including parinirvana and the importance of the Dharma.	

5(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about the impact of the Buddha with little attention to the question.	
2	3-4	Candidates may clarify a basic argument with reference to the view that the Buddha did found a religion and they may comment on his significant influence in his own life time.	
3	5-6	Candidates may focus on the evaluative part of the question commenting on some evidence for and against the Buddha as a founder of a religion. Typically candidates may comment on the role of the Sangha in his life and subsequent impact characterising a new religious movement across many countries. Students may consider the notion that the Buddha was essentially an exceptional teacher of meditation without the evidence of founding a new religion.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning assessing views for and against the Buddha as a founder of a religion. Some candidates may consider the view that many of the key teachings of the Buddha may not fit some definitions of a religion including the status of 'God' and hence it is inappropriate to describe this system as a religion. Some may counter this by the very wide dimensions across the spectrum of Buddhist belief and action and in these respects he is a founder of a religious tradition. Some candidates may focus on the notion of the Buddha as a 'founder' with arguments for and against this estimate of the Buddha.	

6(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of the three refuges with limited attention to the question.	
2	6-10	Candidates may identify some key ideas about selected aspects of the three refuges in a straightforward manner as far as links are concerned.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine key ideas about the meaning of 'refuge'. Typically, candidates may examine the more significant links across all three refuges and use illustrative material to pinpoint key ideas.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine a range of interpretations of 'refuge'. Candidates may link this with the notion of 'jewels' and these in turn may be linked to anussati (recollection meditation). Candidates may examine scholarly comment on this topic such as Saddhatissa and Rahula. Candidates may examine a range of potential links between the refuges and typically they may examine the idea that some links may be more significant than others.	

6(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about the importance of the refuges with little focus on the question.	
2	3-4	Candidates may clarify a basic argument with reference to the significance of the three refuges with a straightforward comment on the issue of them being fundamental.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on the role of these refuges as a public commitment to following the Buddhist path. Candidates may comment on their significance for both Buddhist thought and practice. Typically, candidates may comment on why Buddhists take these refuges and their meaning for Buddhist practice.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the view that these refuges are fundamental to Theravada Buddhism. They may consider the evidence and reasons for this claim, together with alternative opinions, including comments on the view that one or more of the refuges are more important than the others. Some may follow through the thinking associated with the primacy of selected teachings, such as anicca, as depicting what may be fundamental to Theravada Buddhism.	

6(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of one feature of meditation with little focus on the question.	
2	6-10	Candidates may identify some key ideas about selected aspects of meditation in a straightforward manner.	
3	11-15	If candidates examine only one feature they cannot normally proceed beyond level 3. Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine key features and adapt descriptive material in order to highlight why selected aspects are significant. Typically candidates may select samatha and vipassana meditation although there are many more exemplars they could examine. Candidates may examine the key stages in these types of meditation and the ways these reflect selected beliefs and practices.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the context to these key features in that their background may have a significant influence on their features. Candidates may examine the importance of wisdom in the eightfold-path and its bearing on vipassana. Typically candidates may analyse key terms and display an understanding of the significance of important themes such as calming the mind in samatha and insight in vipassana. Candidates may examine the key purposes of the selected meditation and the ways these influence their distinguishing features.	

6(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about a purpose of meditation with little attention to the question.	
2	3-4	Candidates may clarify a basic argument with reference to the view about the aims of meditation with straightforward views about enlightenment.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may relate the view about the main purpose of meditation to its significance in the life of the Buddha and the contrasts between this method compared to other approaches to liberation. Candidates may comment on various purposes of meditation and formulate their own interpretation of the main purpose.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning by means of commenting on the strengths and weaknesses of the view that the main purpose is to become enlightened. Candidates may consider alternative interpretations and this may include ideas about mental purification and moral development. Typically candidates may comment on the distinctive beliefs associated with this view of meditation such as the focus on 'work out your own salvation with diligence.'	

Christianity

7(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to choose a controversy and give a simple account of the issues involved e.g. whether Jesus was really both human and divine.	
2	6-10	Candidates are likely to offer a more detailed account of the controversy chosen e.g. the doctrine put forward by Arius and its refutation by Athanasius or by a Council of the Church	
3	11-15	Candidates are likely to give a more coherent account of the progress of the dispute with more nuanced details of the argument from both sides, e.g. the dispute over the meanings of words. They may refer to more than one Council in the progress of the dispute.	
4	16-21	Candidates are more likely to offer a more detailed examination of the various issues of the problems surrounding the person of Jesus; homoousios and homoiousios. They may refer to a number of different personalities and Councils involved in the dispute. Candidates may make use of the views of various scholars.	

7(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to present a simple argument about how Councils or bishops dealt with the issues.	
2	3-4	Candidates are likely to clarify this argument with a more detailed explanation of which issues were being dealt with by which Councils. They are likely to deal particularly with the Chalcedon settlement.	
3	5-6	Candidates are likely to focus on the question of the resolution of the issues and the difficulties in reaching any unanimity of views. They may raise some of the questions left unresolved by Councils or issues that were thought to be settled and then were challenged again subsequently by the Councils.	
4	7-9	Candidates are likely to focus explicitly on the questions of to what extent these issues were resolved. Candidates are likely to refer to a full range of views referring to scholarly opinion. It is likely that an argument about whether such resolution is at all possible or even desirable will be raised. The issue of how authority is exercised in the Church at all, as well as the validity of having Councils to determine complex theological questions may be raised. Reference may even be made to such issues that continue to be controversial right up to the present day.	

7(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to give background details for a context such as the Reformation period.	
2	6-10	Candidates are likely to refer simply to those such as Luther or Calvin who wrote in these contexts.	
3	11-15	Candidates are likely to provide a more developed reference to Luther and Calvin or others of that period. They may refer to Luther's teaching on man being justified by Christ's righteousness or to Calvin's understanding of election. They are likely to raise the issue of the connection between these ideas and the religious context of their day.	
4	16-21	Candidates are likely to develop a clearer link between contexts and the people whose contribution they are evaluating. The influence of the Renaissance philosophy to their theological thinking may be made. Answers may refer to the fact that Calvin affirmed the Chalcedon definition while describing the work of Christ as prophet, priest and king.	

7(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to include the importance of the centrality of Jesus and his work.	
2	3-4	Candidates are likely to develop this importance within the particular religious context of the split between the Catholic and the Reformed Churches.	
3	5-6	Candidates are likely to show some attempts to analyse the teaching of say, Luther or Calvin, and consider the ideas of justification or election and the difficulties associated with them.	
4	7-9	Candidates are likely to develop the relationship between the person of Jesus and the work of Jesus. They are likely to build on the consideration of the ideas in level 3 with the wider context of Christian teaching. A case may be made for the conclusion drawn about the significance of these for Christians either today or in the context chosen. There is likely to be reference to scholarly opinion.	

8(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to refer to the Biblical accounts of creation.	
2	6-10	Candidates are likely to deal with the way in which God creates from his own power and substance and the implications that this has for a Christian understanding of the nature of the universe and the nature of humanity.	
3	11-15	Candidates are likely to consider the basic implications of the belief in God as creator including the problems of: God's continuing intervention, the questions of miracles, whether this is the best of all possible worlds, humanity as steward of creation	
4	16-21	Candidates are likely to develop the ideas of level 3 and some their full implications. They may include the idea of humanity being created in the image of God or creation ex nihilo.	

8(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to put forward a simple view supported by some argument e.g. religion versus science	
2	3-4	Candidates are likely to show a more detailed response which may refer to the particular problems raised by scientific accounts of the beginning of the universe as well as the problems of fundamentalism.	
3	5-6	Candidates are likely to consider the issues raised by natural evil and genetic malfunction in relation to a beneficent creator; they may well introduce some modern issues of genetic engineering or medical research. There should be reference to Christian responses to these issues.	
4	7-9	Candidates are likely to develop the issues considered in Level 3 with reference to specific scholarly/Church opinion.	

8(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to offer some simple examination of some of the different forms of the Eucharist in different Churches including the frequency of celebrations of the Eucharist.	
2	6-10	Candidates are likely to include a consideration of the different practices: the role of the priest or president; the solemnity or informality of the rite;	
3	11-15	Candidates are likely to offer a more detailed commentary on the different practices, including consideration of specifics such as what happens to the bread and wine that remains afterwards, whether adoration of the consecrated bread is practised apart from the celebration of the Eucharist	
4	16-21	Candidates may offer a more detailed understanding of the practice with reference to modern Church teaching	

8(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to include simple comments on the meanings of Eucharistic practices for different Churches.	
2	3-4	Candidates are likely to begin to appreciate that differences of belief do not always tally with denominational lines. They may include a more detailed understanding of the reasons that lie behind some of the differences: the offering of sacrifice, remembrance and anamnesis, the role of the priest.	
3	5-6	Candidates are likely to offer deeper implications of Eucharistic practice which may include the question of the respect accorded to the elements of the Eucharist in relation to what is believed about them e.g. the use of the reserved sacrament for the sick, adoration and viaticum.	
4	7-9	Candidates are likely to develop Level 3 and may include reference to modern scholars e.g. Schillebeeckx or Rahner. There may be discussion on whether the sacraments are declaratory or efficacious.	

Hinduism

9(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of a few features with scant attention to the question.	
2	6-10	Candidates may identify some key ideas about selected important themes, presented in a straightforward manner.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine themes associated with nature such as a type of animism coupled with a range of beliefs about gods. Some candidates may examine specific topics such as the role of soma and sacrifices.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine some of the problems associated with the interpretation of the evidence. Typically candidates may examine beliefs associated with the cosmos and the natural world noting the importance of sun and fire. It is likely candidates may examine evidence that may point to the attributes of selected deities and associated practices including sacrifices.	

9(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about a few influences at a basic level.	
2	3-4	Candidates may clarify a basic argument with reference to the possible significance of this period on later Hinduism, presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question and this may include considering the strengths and weaknesses of various stances relating to later influences. Candidates may consider the impact of beliefs about deities, creation and orderliness on later Hindu thinking. Typically candidates may consider the subsequent importance of rituals including sacrifices together with the role of priests.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the extent this culture is significant for later Hinduism. It is likely candidates may debate scholarly opinions on this matter. Some may draw attention to examples of this culture in later Hinduism and some may comment on the severe problems of the interpretation of evidence.	

9(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of a few features with little attention to the question.	
2	6-10	Candidates may identify some key ideas about selected features with a simple approach to the question.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas that draw out the features of diversity in this period. Candidates may examine a range of rituals and customs coupled with a range of varied beliefs about deities. Typically they may focus on fire sacrifices and the use of Soma.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer focused on the issue of diversity. Candidates may examine relevant contextual material such as the historical period and major sources and note the various significant changes throughout the period of the Vedas. Typically candidates may select and examine the key features of diverse deities and their links to various rites. Candidates may differentiate between the rites and beliefs associated with priests and those linked to domestic customs. Typically candidates may focus on the importance of correct performance of sacrifices. Candidates may examine the diversity of ideas associated with meditation and asceticism.	

9(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about the importance of this period with little attention to the question.	
2	3-4	Candidates may clarify a basic argument with reference to the status of the Vedas presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may select some beliefs as fundamental and comment on their status within Hinduism. Candidates may comment on beliefs such as those associated with selected deities and moksha, dharma and orderliness in the cosmos and in society.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning the point about some Vedic beliefs being fundamental to Hinduism. Candidates may discuss which beliefs may be fundamental with comments on why this may be the case with some beliefs and not others. Some candidates may query the notion that some Vedic beliefs may be fundamental and offer alternative points of view.	

10(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of a few practices associated with one type of yoga.	
2	6-10	Candidates may identify some key ideas about beliefs and practices of two types of yoga presented in a limited manner.	
3	11-15	If candidates identify only one type of yoga they cannot normally proceed beyond level 3. Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas about self-realisation and practices thought to be conducive to salvation. Some candidates may examine beliefs about karma yoga concerning the importance of performing one's duty and beliefs about karma. Candidates may examine beliefs associated with devotion and practices typical of bhakti marga.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine key ideas associated with yoga and relevant contextual material in order to understand the material. Typically candidates may select and adapt their material in order to present a clear, well structured answer. Candidates may examine key beliefs about the relationship between atman and God with views about liberation. Some may examine beliefs about wisdom linked to the Brahmins coupled with the practice of renunciation. Candidates may examine key philosophical beliefs that underpin some yoga systems such as samkhya with an analysis of key terms such as prakriti and purusha with an understanding of implications for practice.	

10(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view of a few aims of yoga with limited attention to the question.	
2	3-4	Candidates may clarify a basic argument with reference to a few descriptive points about some aims of yoga.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on some different purposes across different systems of yoga. Typically candidates may use evidence to highlight what may be thought to be distinctive purposes of one or more types of yoga such as self-control with comments on the reasons for the importance of such purposes and the contributions yoga may make in meeting these aims.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning a range of purposes of yoga. Typically candidates may discriminate between some aims that may be argued to be more significant than others, noting the importance of the type of yoga under investigation. Some may argue for some generic aims such as mental and physical control, together with comments on the quest for moksha.	

10(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of one of these figures with a limited attempt to answer the question.	
2	6-10	Candidates may identify some key ideas about selected features of two of these figures in a straightforward manner.	
3	11-15	If candidates examine only one of the figures they cannot normally proceed beyond level 3. Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine key sources and narrative material so as to examine emphases and ideas. Typically candidates may focus on key emphases in terms of attributes and characteristics and their significance for devotees.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine key background material to the avatar context in order to display their level of understanding. Candidates may examine relevant sources and select narrative material as a means of signifying important emphases. It is likely candidates may focus on essential material and explain key emphases.	

10(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple account of one of these figures with limited attention to the question.	
2	3-4	Candidates may clarify a basic argument with reference to some ideals presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may consider the notion of ideals in relation to both beliefs and practices. Candidates may comment on ideals associated with asceticism and some may consider ideals in relationships.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by commenting on the notion of ideals and explaining why this may be important in this context. Candidates may comment on the implications of belief in karma and their bearing on ideals of human behaviour. Candidates may consider ideals associated with puja such as purity. Typically candidates may relate the avatar tradition to its implications for the life styles and aspirations of devotees.	

Islam

11(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of a few features in a limited manner.	
2	6-10	Candidates may identify some religious features of pre-Islamic Arabia in a straightforward manner.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas associated with Jewish and Christian traditions with particular attention to monotheism. Some candidates may broaden this by reference to polytheism and animistic rituals.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine selected features of animism, jinns, and typically in more detail, significant features of Zoroastrianism, Judaism and Christianity. Candidates may examine particular themes such as dualism, types of monotheism and prophecy, and the status of Jerusalem.	

11(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about Muhammad's teaching with limited reference to background influences.	
2	3-4	Candidates may clarify a basic argument with reference to some possible influences presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. It is likely candidates may comment on the status of Muhammad's teaching about Allah and revelation vis-à-vis the context of the background influences. Candidates may comment on Muhammad's adaptation and rejection of various features.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning based on key thematic influences such as monotheism and prophecy. Typically candidates may debate possible explicit influences and also ways in which Muhammad rejected and sometimes adapted these belief systems with possible reasons why these variations took place.	

11(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of aspects of Muhammad's life with passing attention to the question.	
2	6-10	Candidates may identify some key ideas about selected features of problems and successes presented in a straightforward manner.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas such as the impact of Muhammad's teaching and examine the reasons for opposition including economic and trade issues. Typically candidates may examine the significance of his teaching leading to opposition in Makkah. Candidates may examine the political impact in Madinah and the significance in terms of the ummah.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may select and adapt biographical material in order to focus on the question. Candidates may examine the impact of prophecy and of Muhammad's teaching on the religious beliefs and practices in Makkah. Typically candidates may examine leading features such as theocracy in Madinah with selected detail on disputes and successes. Candidates may examine selected social and religious changes initiated by Muhammad in Madinah and display their powers of discrimination in terms of highlighting the more important successes.	

11(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple account of parts of the life of Muhammad with little understanding of the question.	
2	3-4	Candidates may clarify a basic argument with reference to some interpretations of Muhammad presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may comment on the evidence in relation to this topic and may marshal their views in order to come to an identifiable conclusion. Candidates may comment on selected biographical details and assess the significance of the humanity of Muhammad for Muslims with comments on the impact of the call to be a prophet and his status within Islamic beliefs.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning interpretations about significant aspects of Muhammad's life with explicit reference to the issue of his humanity including the many virtues and attributes associated with him. Candidates may comment on the implications for this topic of the status of revelation and comments on Muhammad as the final messenger and the significance of the shahadah within Islam.	

12(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of some of the six beliefs with little reference to the question.	
2	6-10	Candidates may identify some key ideas about selected teachings presented in a straightforward manner.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. It may be noted that the beliefs associated with holy books and messengers link together in many ways and candidates will be credited with all relevant material. A well-planned answer may examine ideas related to the life and work of Muhammad which influence either of these two teachings. It is likely candidates may examine significant features about holy books bearing in mind the context of the six beliefs. Candidates may examine specific exemplars such as Adam, Ibrahim and Musa and key themes associated with these prophets.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the influence of the context of the six articles of belief on either holy books or messengers. It is likely candidates may analyse key terms and ideas such as revelation and prophecy. It is likely candidates may examine key ideas such as messages and the ways these were distorted.	

12(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple account of a few teachings with limited reference to the question.	
2	3-4	Candidates may clarify a basic argument with reference to the influence of the selected belief for Muslim practice.	
3	5-6	Candidates may focus on the evaluative part of the question with comments on the significance of the selected topic for both Muslim belief and practice. Candidates may consider the status of holy books in Islamic belief and scholarship related to the Qur'an. Some may debate the features of prophecy and the significance of this for relations with both Jews and Christians.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning about the possible significance of the selected belief. Candidates may comment on some issues related to evidence as seen in the Qur'an and issues about its interpretation such as diachronic or synchronic views of the Qur'an. Candidates may consider various key themes such as the influence of the selected topic on issues such as Qur'anic scholarship and distinguishing features of prophecy especially in an Islamic context.	

12(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of aspects of the five pillars with limited attention to the question.	
2	6-10	Candidates may identify some key ideas about selected teachings with a straightforward account of submission and the Muslim community.	
3	11-15	If candidates examine only one pillar they cannot normally proceed beyond level 3. Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas that the candidate adjusts to the demands of the question. Typically candidates may use narrative material in order to exemplify ideas of submission and to relate this to the ummah.	
4	16-21	The full range of marks are available for candidates who select either two or three of the pillars. Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may select and adapt material relevant to the demands of the question in an explicit and systematic manner. It is likely candidates may analyse key terms and ideas and show an understanding of their significance with reference to submission and in relation to ummah. Typically candidates may examine these factors so they focus on Islamic belief and practice.	

12(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple account of one of the pillars with only a partial answer.	
2	3-4	Candidates may clarify a basic argument with reference to selected problems and solutions presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. It is likely candidates may adapt any narrative material to the evaluative demands of the question. Some candidates may approach this from a perspective of comments on these issues in relation to an Islamic state in which there may be Sunni and Shi'ia communities in the same locality or some may consider this in relation to the practice of Islam in a non-Islamic environment.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning. Candidates may comment on the nature of the problem rather than providing an account of the difficulty together with a consideration of possible successes and the degree of success. Candidates may comment on a range of factors such as living in a secular environment, various tensions with different Islamic practices within any one Islamic country; economic factors. Candidates may comment on approaches towards problems and solutions such as those associated with adaptability, revivalists, modernists, or conservatives.	

Judaism

13(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of one of these figures with little reference to the question.	
2	6-10	Candidates may identify some key ideas from both figures presented in a straightforward manner.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas associated with rabbinical Judaism and the importance of scripture and commentaries. Candidates may examine Halevi's work on Jewish festivals and Sabbaths together with his philosophical ideas.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine Rashi's commentaries on the scriptures with an emphasis on literalism, his use of Targums and emphasis on the Babylon Talmud. Candidates may examine Halevi's teaching on attributes of God and prophecy and the place of Kalam theology. Typically candidates may examine Halevi's view that religious experience is more trustworthy than reasoning.	

13(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple account of the selected figure with little attention to the wording of the question.	
2	3-4	Candidates may clarify a basic argument with reference to a limited view of the significance of the selected figure.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on the importance of the selected figure in subsequent Jewish thought. Typically candidates may focus on issues such as the authority of scriptures and rabbinic traditions.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning in which candidates may comment on the significance of the selected figure in their own time and in the Diaspora and on later Judaism. These comments may include reference to theology and also to philosophy. Some may argue that the selected figure highlights certain key themes that become fundamental features of Judaism.	

13(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of Maimonides with a limited attention to the question.	
2	6-10	Candidates may identify some key ideas about Maimonides presented in a straightforward manner.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas that range across the whole question. Candidates may examine the emphasis Maimonides gave to scriptures and in particular to themes such as Moses and the Torah. Candidates may examine particular philosophical topics such as the nature of evil, free will and providence.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine key contextual factors such as the range of his work and classifications of the Mishnah Torah. Candidates may examine the importance of Moses and prophecy in the context of scriptures together with the Torah. Candidates may examine the philosophical background to Maimonides especially Greek and Platonic influences. Typically candidates may examine the work of Maimonides with his focus on the relationship between philosophy and religion including proofs for the existence of God.	

13(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about the importance of Maimonides with limited attention to the question.	
2	3-4	Candidates may clarify a basic argument about the status of Maimonides presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question. Candidates may comment on his significance associated with his legal compendium and the 13 Principles and his contributions to Jewish philosophy.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning with comments on the influence of Maimonides in medieval Jewish philosophy. In addition, candidates may consider the abiding influence of Maimonides in terms of his attempt to provide Judaism with a rational basis, including his work on understanding the codified language of the Bible. Typically candidates may comment on the removal of anthropomorphism from the Bible and his stance on 'negative attributes'.	

14(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of Orthodox Judaism with limited attention to the question.	
2	6-10	Candidates may describe some selected teachings presented in a straightforward manner.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas around key themes such as revelation and Torah and the literal interpretation of traditional doctrines such as the election of Israel and divine providence.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine a range of teachings associated with authority such as revelation, Torah and Talmud. Candidates may examine key teachings as applied to the Jewish people. Typically candidates may analyse key teachings such as the life to come with rewards and punishments and the future messiah. Candidates may examine some of these beliefs by way of contrast with modernity and its associated world-views.	

14(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about Orthodox practices with limited attention to the question.	
2	3-4	Candidates may clarify a basic argument with reference to some practices presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question and candidates may focus on those practices associated with the home and synagogue. Candidates may focus on the importance within Orthodox of daily ritual and preservation of custom.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning about distinctive practices, such as the full observance of the Jewish religious law and preservation of Jewish identity. Some candidates may approach this topic by means of highlighting distinctive practices vis-à-vis contrasting Jewish traditions. Some candidates may adapt material related to Jewish-Gentile relationships in order to focus on the demands of the question.	

14(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may present a basic account of a few features of Reform Judaism with limited attention to the question.	
2	6-10	Candidates may identify some key ideas about selected features of Reform Judaism in a straightforward manner.	
3	11-15	Candidates are likely to select some main ideas focusing on the demands of the question. A well-planned answer may examine ideas that typify the importance of change within Reform thought such as the range of innovations in synagogue worship and evolutionary changes to home rituals.	
4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. Candidates may examine the context to Reform as a means of highlighting its major emphases. Candidates may draw on the ideas of some key Reform thinkers. Typically, candidates may emphasise the importance given to change and adaptability that influences much Reform thinking and practice. Candidates may examine some Reform views on the status of the Bible and the Torah. Typically candidates may examine some key practices associated with Reform Judaism and how their rationale is significantly different from Orthodox positions.	

14(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may present a simple view about Reform Judaism with limited attention to the wording of the question.	
2	3-4	Candidates may clarify a basic argument concerning Reform Judaism presented in a straightforward manner.	
3	5-6	Candidates may focus on the evaluative part of the question concerning criticisms of Reform's view of the sources of authority and criticisms levelled against its views on worship and customs. Candidates may select specific cases such as circumcision and rites of passage.	
4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically, this may be achieved by the demonstration of sustained reasoning concerning differences of opinion on sources of authority and a range of debates about halakhah and forms of worship. Candidates may comment on specific themes that may provoke controversy such as gender issues, relationships with Gentiles. Candidates may draw on the ideas of critics such as Hirsch and responses from Reform thinkers such as Geiger.	

Sikhism

15(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may typically refer to, and illustrate with a limited range of examples, similarities and/or deliberate differences between Guru Nanak's teachings and those of Islam, Hinduism or Buddhism.	
2	6-10	Candidates are likely to base their answer on the specific teachings and practices, for instance, the role of the guru and the congregation in Buddhism, the unity of God or practice of langar in Islam or the repudiation of caste beliefs and devotion to different deities in Hinduism.	
3	11-15	Candidates are likely to examine some areas of common ground and difference between Guru Nanak and the traditions, in particular, by referring to episodes from his life, for instance, his visits to Makkah, Hardwar or Tibet and refer to the fact that he repudiated some of this background in forging a new way, with suitable examples; they will also typically refer to his own teaching on this relationship, showing clearly with examples that he recognised true spirituality wherever it was found, for instance, by collecting the writings of mystics to include with his own collection of hymns.	
4	16-21	Candidates may typically identify a number of points where there is common ground between them, such as that he was brought up in a Muslim context or within a Hindu family; that many of his teachings and practices were already familiar; they may examine aspects of his teaching and practice which deliberately repudiated this background on issues such as treatment of women; and they may refer to his hymns, for instance his record of his dialogue in Tibet to make some overall attempt to show how his stance represented a new and distinctive way, typically by reference to his own teachings, whilst continuing to embrace some of the valuable spiritual insights of the different religious traditions.	

15(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to describe, uncritically, the way in which the term is used, typically by reference to Guru Nanak or Guru Gobind Singh with limited focus on the issue of importance.	
2	3-4	Candidates may typically apply the term to the ten Gurus with only passing reference to other contexts. They will present a basic case for the importance of the term.	
3	5-6	Candidates may typically focus in detail on the application of the term to the ten Gurus, with suitable illustrations, with some consideration of other applications, such as the Guru Granth Sahib. They are likely to present a sound and balanced case by focusing on the issue of importance.	
4	7-9	Candidates may consider the range of interpretations of the term in Sikh teaching, and illustrate its centrality in Sikh thought, typically by reference to appropriate examples. They are likely to relate these more specifically to the status and influence of Guru Nanak and other Gurus by using balanced arguments focusing on the issue of importance within the tradition, for example by considering its use in relation to the Word-as-Guru, Guru Granth Sahib or Inner Voice, or Panth-as-Guru, the Khalsa.	

15(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may refer to isolated examples of the context, such as his birth in a Hindu family.	
2	6-10	Candidates may select aspects of the context such as his birth in a Hindu family in a Muslim dominated society.	
3	11-15	Candidates may typically refer to the context identifying some of the main features of teaching and practice such as belief in the unity of God and the use of concepts such as maya and samsara. They are likely to examine these as a whole, rather than in terms of diversity and detail, using suitable examples. They will refer to the debate about Hindu and Muslim influence on Guru Nanak.	
4	16-21	Candidates may examine in detail the Hindu and Islamic contexts and refer to a number of key teachings, such as belief in One God, and practices, such as the use of music in worship. They will typically recognise elements of diversity and common ground and describe the debate about the extent of their influence on Guru Nanak's teaching and practice.	

15(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to take a simple view, with some isolated but relevant supportive information, such as that Guru Nanak is the real founder of Sikhism.	
2	3-4	Candidates may typically refer to a simple assumption about Guru Nanak as the founder of Sikhism, with some reasons or examples to support this view, and should refer to at least one further assumption, for example about the distinction between the Sikhism and the Khalsa; as a basis for an opinion supported by at least one reason.	
3	5-6	Candidates may typically enter the discussion as centred on the relative claims of Guru Nanak and Guru Gobind Singh as the real founder, illustrated with suitable examples of perceived differences; and leading to an opinion, with reasons, about their relative places in the developing Sikh tradition.	
4	7-9	Some able candidates may take issue with the word 'founder' as applied to any of the human Gurus; most will typically examine the debate about how far there is continuity or disparity between the faith and values of the early Gurus, and especially Guru Nanak, and those of Guru Gobind Singh, illustrated by such issues as pacifism and the Khalsa; as a basis for a reasoned opinion about the issue in the task, typically by reference to the meaning of the concept 'Sikhism'.	

16(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates are likely to give a descriptive and partial account of Sikh practice, for instance, the use of daily prayers.	
2	6-10	Candidates may typically concentrate on a narrow examination of how Sikhs perform their devotion, for instance, the use of the Guru Granth Sahib as the focal point for congregational worship and its use as a source of hymns and daily prayers making minimal links to the purposes of devotion.	
3	11-15	Candidates are likely to identify some key features of devotional practice, such as the Kirtan Sohila, and refer to their purpose in drawing close to God. They are likely to link personal and communal devotion in their answers.	
4	16-21	Candidates are likely to give a careful and detailed description of the daily discipline of devotion based on the Nit Nem, set clearly within the context of the goal of devotional practice, referring to such key ideas as gurmukh, mukti and anand. They should link this with aspects of community devotion, and its purpose.	

16(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to describe, uncritically, the condemnation of idol worship in Sikhism and are likely to assert that the Guru Granth Sahib is not an idol. They may provide a mainly descriptive account of its use, with some reference to its place in Sikh devotion.	
2	3-4	Candidates may typically explain Sikh objections to creating images of God and may present a basic case explaining why the Guru Granth Sahib should not be considered an idol. They may refer to the use of the holy book, typically by reference to its prominence in worship and the veneration given to it by devotees.	
3	5-6	Candidates may typically focus in detail on specific rites and rituals that Hindus use to reverence images, for instance, arti, and the condemnation of these precise rites and rituals. They are likely to present a sound and balanced case by focusing on the role and treatment of the Guru Granth Sahib in communal devotional practice. They may refer to the significance of the holy book for Sikhs by considering in detail how it is used in the Sikh community and commenting on its unique authority.	
4	7-9	Candidates may emphasise the significance of the holy book in relation to its status as Guru, and in relation to the change in the concept of authority within the Panth. They may consider the range of interpretations of 'idol worship' in Sikh teaching, and illustrate its negative connotations in Sikh thought, typically by reference to appropriate examples. They are likely to apply these more specifically to the issue of understanding and applying the teachings of the Guru Granth Sahib balanced against reverence for it, focusing on the central issue of following the direction of the Guru.	

16(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	Candidates may refer accurately to some examples of Sikh discipline within a limited framework, such as daily prayers.	
2	6-10	Candidates may describe accurately a range of features of Sikh discipline within a general context of practice, with some indication of their place within an overall context of discipline, such as the four taboos.	
3	11-15	Candidates are likely to identify such features of discipline as dress and behaviour and show how these are based on a received code of discipline. They will illustrate these by reference to practice, with some indication of the relative importance attached to them by the community.	
4	16-21	Candidates may focus typically on identifying and examining such main aspects as spiritual and moral guidance, and their purpose. They may refer generally to the principles outlined in the Sikh Rahit Maryada. They may illustrate the main aspects by reference to examples of Sikh practice, such as the discipline of the Nit Nem or the code of dress or behaviour, and may refer to some of the differences among Sikhs in the way they interpret and apply the code of discipline.	

16(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates are likely to show that they recognise the word; they may be able to give an accurate translation and offer an opinion about its centrality to Sikhism based on practical examples in the gurdwara.	
2	3-4	Candidates may typically recognise the word and its gurdwara context and give a partially accurate account of its meaning; they are likely to relate this at a practical level to a limited discussion of how it is important in the gurdwara without exploring the issue about its importance as a 'value'.	
3	5-6	Candidates may typically give the meaning of the word and affirm the belief expressed about the importance of social relations; they are likely to offer an opinion in relation to the task based on more general considerations - for instance, the importance of kirt karna and wand chakna - than a discussion about which is the most important value.	
4	7-9	Candidates are likely to contextualise the concept of sewa within Sikh thought as integral to the miri-piri system. They will offer a balanced and reasoned opinion comparing the importance of sewa with other values, for instance, simran.	

New Testament

17(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	For Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings, such as the healing of a leper or Jesus' encounter with Zaccheus. For the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.	
2	6-10	For Luke, candidates are likely to show a basic awareness of issues such as lepers, tax collectors, the sick or Gentiles, illustrated by a simple reference to a parable or block of teaching. For the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus' ministry, but they are likely still to rely on re-telling the textual narrative.	
3	11-15	For Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed for particular groups of people in Jewish society at the time and how Jesus addressed them, using parables and blocks of teaching in a more developed manner. For the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.	
4	16-21	At this level, for Luke, candidates are likely to highlight the gospel's key teaching on outcasts, drawing on a range of ideas and examples, but without relying on narrative. Important issues such as showing the love of God, inclusiveness, making judgments and avoiding generalisations, may be drawn out. The best answers will set material against the background of contemporary Judaism and show an awareness of scholarship. For the Fourth Gospel, the meaning of the sayings will typically be placed firmly in context, including ideas of Jesus as the only way to salvation, OT background and the significance of symbolism.	

17(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	At this level, for Luke, candidates are likely to offer confessional teaching, but it will typically lack depth and useful comment. For the Fourth Gospel, candidates may discuss the context of the sayings with little or no reference to background or the views of scholars.	
2	3-4	At this level, for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider themselves closer to God and hence more valuable than other members of society. For the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication that he has come to replace Judaism and its promises.	
3	5-6	At this level, for Luke, candidates will typically highlight issues such as the nature of Jesus' challenge to the Jewish authorities by his implied criticism of their attitude to outcasts. They may offer comment on textual narrative and its application to Judaism at the time. For the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy, criticism of the authorities, use of the Old Testament and replacement theology.	
4	7-9	At this level, for Luke, candidates may typically highlight differences between Jesus' teaching and that of Judaism at the time and the implications of him standing out against the authorities and accepted teaching. For the Fourth Gospel, candidates may refer to the responses of the authorities who see Jesus' teaching as a challenge to their own authority. They may highlight how Jesus fulfils scripture and prophecy. Views of scholars are likely to be used with confidence.	

17(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	At this level, candidates for both Luke and the Fourth Gospel are likely to rely on a re-telling of the narrative although they may show a basic understanding of the reasons for Jesus performing miracles	
2	6-10	At this level, candidates may typically show a simple awareness of the significance of the miracles and their place in the relevant gospel. They may tackle only one incident, or simply retell the story, but in more detail. Some evidence of an awareness of the background issues and context is likely at this level.	
3	11-15	At this level, candidates are likely to display accurate knowledge and understanding of the miracles within their context in the gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event. The underlying messages of the incidents are likely to be examined, for example, the significance of trust in Jesus and his compassion for the widow in Luke, or the acceptance of Jesus and awareness of his identify for the Fourth Gospel.	
4	16-21	At this level, candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus. For the Fourth Gospel, candidates are likely to understand the role of the signs within the context of the whole gospel and have an understanding of the role they play in revealing who Jesus is. Use of scholarship and an awareness of the whole gospel is likely to be typical.	

17(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	Candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether or why they are significant.	
2	3-4	At this level, candidates may typically display a basic evaluation of these miracles, with some simple reference to scholarship, but they are likely still to have failed to draw on the implications of them being significant and why.	
3	5-6	At this level, candidates may typically show a greater awareness of why Jesus' miracles were significant to his ministry, perhaps by reference to their Christological nature. They may draw on material from elsewhere in the gospel, and to the role of miracles in Jesus' ministry as a whole. Some evaluation of the claim is likely to be evident.	
4	7-9	At this level, candidates are likely to offer some clear assessment of whether and how these miracles were significant and their role in his ministry overall. They may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles are used Christologically in the gospels. Some evaluation of the claim is likely to be evident.	

18(a)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	At this level, for both gospels, candidates are likely to re-tell the narratives relating to the incidents, for example, for Luke, a basic account of a teaching on praise or example of Jesus at prayer, or for the Fourth Gospel, some basic reference to details of one or more encounters. Errors or confusions in the narrative re-telling may be evident.	
2	6-10	At this level, a basic awareness of the significance of the textual narrative may emerge possibly including some awareness of how this teaching/conversations fit into the context of Judaism at the time. For the Fourth Gospel, candidates may tackle one conversation only, or fail to grasp the meaning of several episodes. Some inaccuracies may be evident	
3	11-15	At this level, for Luke, candidates should typically refer to textual narrative and examples of episodes or teaching about prayer and praise without relying on re-telling the narrative. The views of scholars are likely to be evident at this level. For the Fourth Gospel, candidates are likely to show accurate knowledge and understanding of more than one episode and to put them in the context of Jesus' wider dealings with women in the gospel.	
4	16-21	At this level, for Luke, candidates are likely to highlight important teachings and examples, and to extract something of their implications for Jesus' ministry, building on the evidence of the whole gospel. For the Fourth Gospel, candidates are likely to show a clear and full understanding of two or three episodes in the context of the whole gospel and to deal with important issues which arise from them. Some accurate knowledge of the status of women at this time is likely to distinguish candidates at this level.	

18(a)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	For both gospels, candidates at this level are likely to offer a simple discussion of the importance of prayer and praise or the role of women but without a clear understanding of its context in the teaching of Jesus. They may rely on unsubstantiated generalisations.	
2	3-4	For Luke, candidates are likely to evaluate basic teaching and make some reference to the practices of Judaism. For the Fourth Gospel, candidates are likely to attempt a basic evaluation of women's roles in Judaism, but may still make some errors and generalisations.	
3	5-6	For Luke, candidates are likely to make some evaluation of Jesus' teaching and practice compared with that of Judaism, highlighting some similarities and differences. For the Fourth Gospel, they are likely to offer a range of viewpoints, drawing on the evidence of the gospel as well as specific incidents. Some scholarly views are likely to emerge.	
4	7-9	At this level, candidates are likely to include an extended evaluation of Jesus' teaching or conversations with women, without re-telling of narrative, repetition of material from (i) or generalisation. Some fuller understanding of OT background and Jewish context is likely to be evident.	

18(b)	(i)		(21)
Indicative Content			
Level	Mark	AO1	
1	1-5	At this level, for both gospels, candidates are likely to rely on a simple re-telling of one or more basic teachings concerning discipleship or the role of the disciples in the gospels.	
2	6-10	At this level, for both gospels, candidates are likely to show a greater awareness of issues such as following Jesus, commitment and the dangers of discipleship. They may just tackle one issue, but in greater depth, though some may still rely on re-telling the narrative.	
3	11-15	At this level, candidates are likely to provide some specific examples of teaching, such as calling narratives, warnings about persecution, and the disciples' mission to the world. Some understanding of the relationship of this material to the whole gospel may be evident as well as the views of scholars.	
4	16-21	At this level, candidates are likely to highlight several issues relating to discipleship, drawing on teaching, episodes and the example of named disciples. Important issues such as witness, new life, the spirit and dependency on Jesus are likely to emerge. There is likely to be little or no retelling of the textual narrative.	

18(b)	(ii)		(9)
Indicative Content			
Level	Mark	AO2	
1	1-2	At this level, it is likely that candidates may make some simple narrative reference to the Twelve in the gospel	
2	3-4	At this level, candidates are likely to show a greater awareness of the example of the Twelve as disciples and of their failures in this role but there may still be simple textual narrative and some misunderstanding of the overall importance of their role.	
3	5-6	At this level, candidates are likely to show some understanding of the various roles of the Twelve, their successes and failures. Some reference to scholars is likely to be present.	
4	7-9	At this level, candidates are likely to have a greater awareness of the special nature of the Twelve and the way the gospel writers handle the material concerning them. They will typically make a clear attempt to evaluate the relative importance of their role possibly including some reference to how far they represent future disciples, or whether it is wrong to think of them as a defining group.	

6RS02 - Unit 2: Investigations (All options)

Assessing Quality of Written Communication

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

Assessment Objective 1

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

Level	Descriptor	Marks
1	<p>Uncritical and descriptive presentation of mainly random information about the topic investigated, demonstrating a minimal ability to identify and select material relevant to the task; communicated within a largely simplistic and unstructured framework.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks minimal accurate or relevant factual information; no obvious organisation; unfocused and simple generalisations; unclear as a response to the task, but not worthless</p> <p>Mid Level 1: 3-4 marks mixture of accurate and relevant factual information with inaccurate or unrelated material; some relevant but unfocused generalisations; limited but discernible structure; a recognisable attempt to respond to the task</p> <p>High Level 1: 5-6 marks some relevant and mainly accurate information; an attempt to organise this within a structure; some broad but relevant generalisations; a valid response to the task but lacking clarity or focus</p>	1-6

Level	Descriptor	Marks
2	<p>Some relevant and partially structured knowledge of the topic investigated, presented within a limited framework which shows an awareness of some of its significant features, with a general link to the task, expressed with sufficient accuracy to make the meaning clear.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks most factual information accurate and relevant to the task; limited in scope; organised sufficiently to show implicit awareness of issue; expressed with limited clarity</p> <p>Mid Level 2: 9-10 marks generally accurate and relevant information; limited appreciation of the scope of the task; sufficiently organised to show partial awareness of the issue; expressed simply and with some clarity</p> <p>High Level 2: 11-13 marks accurate and relevant information demonstrating basic knowledge of the task; organised sufficiently to identify some significant features; with general links to the task; expressed simply and clearly</p>	7-13
3	<p>Presentation of a selection of relevant material, which reflects some understanding of the significant features of the topic investigated; linked directly to the issue(s) raised in the task; with some use of specialised religious language in appropriate contexts.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 14-15 marks sufficient accurate and relevant knowledge to show a sound awareness of the issue; organised within a generally clear structure; some key features/ideas/concepts identified but not elaborated; expressed clearly with occasional use of technical terms</p> <p>Mid Level 3: 16-17 marks breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features/ideas/concepts identified with basic elaboration; expressed clearly and accurately using some technical terms</p> <p>High Level 3: 18-20 marks good range of, and/or detailed, appropriate knowledge; significant features described and elaborated for emphasis and clarity; linked directly to the issues raised in the task; expressed clearly and accurately using appropriate technical terms</p>	14-20

Level	Descriptor	Marks
4	<p data-bbox="316 226 1257 450">Presentation of a good range of well-selected material from the topic investigated, to show a coherent understanding of its significant features within the context of the issue(s) raised in the task, highlighting some key concepts and supported by the use of appropriate evidence and/or examples; topic explored using defined and relevant religious terms further reflecting an understanding of the topic.</p> <p data-bbox="316 483 1257 613">The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p data-bbox="316 647 660 676">Low Level 4: 21-22 marks</p> <p data-bbox="316 680 1257 810">a range of accurate and suitably selected knowledge of the subject matter; a basic understanding of some significant features; selected key ideas/concepts elaborated by reference to evidence and/or examples; expressed clearly using a range of technical terms</p> <p data-bbox="316 844 651 873">Mid Level 4: 23-24 marks</p> <p data-bbox="316 878 1257 1008">a range of accurate and well-selected knowledge; some understanding of the key issues of the task; key ideas/concepts explained by reference to evidence and/or examples; clearly expressed using a range of technical terms in context</p> <p data-bbox="316 1041 667 1070">High Level 4: 25-27 marks</p> <p data-bbox="316 1075 1257 1227">a substantial range of accurate and well-selected knowledge; organised to demonstrate a thorough understanding of the key issues of the task; explanation of key ideas/concepts supported by evidence and examples; wide use of technical terms further demonstrates overall understanding of the issue</p>	21-27

Level	Descriptor	Marks
5	<p data-bbox="316 226 1257 421">Presentation of a wide range of selected, relevant factual knowledge and understanding of the topic investigated; offering some analysis of issues raised by the topic, using a variety of sources, examples and/or illustrations; structured around, and showing clear understanding of, the main theme(s) or concept(s) of the task; both topic and task explored with the proficient use of religious language.</p> <p data-bbox="316 454 1257 584">The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p data-bbox="316 618 660 647">Low Level 5: 28-29 marks</p> <p data-bbox="316 651 1257 808">well selected wide-ranging knowledge used to show clear understanding of the topic; key ideas/themes/concepts explained by reference to evidence and examples; evidence of an attempt to offer a basic analysis of some issues raised by the topic; typically by reference to appropriate sources; the whole explored with proficient use of religious language</p> <p data-bbox="316 842 651 871">Mid Level 5: 30-32 marks</p> <p data-bbox="316 875 1257 1066">clear and thorough understanding of the topic; demonstrated through carefully-selected knowledge of the issues raised; well-structured in depth or broad response to the task; some analysis of the main ideas/themes/concepts; examples/arguments/sources deployed to give emphasis and clarity; expressed coherently with a wide deployment of religious language</p> <p data-bbox="316 1099 667 1128">High Level 5: 33-35 marks</p> <p data-bbox="316 1133 1257 1285">coherent understanding of the task; based on selection of material to demonstrate emphasis and clarity of ideas; careful analysis of key concepts; supported by widely deployed evidence/arguments/sources; well structured response to the task in breadth or depth; expressed cogently through skilful deployment of religious language</p>	28-35

Assessment Objective 2

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

Level	Descriptor	Marks
1	<p>A mainly descriptive response, at a general level, to the issue(s) raised in the task; expression of a point of view that is logically consistent with the task, supported by reference to a simple argument or unstructured evidence; imprecisely expressed.</p> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>	1-3
2	<p>A response to the task showing a simple but partial awareness of the issue(s) raised, typically supported by some attempt to set out alternative views; a point of view supported by limited but appropriate evidence and/or argument; communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>	4-7
3	<p>An accurate statement of the main issue(s) raised by the task with some attempt to set out reasons for alternative views; a point of view expressed clearly, supported by some relevant evidence and argument and deploying some technical language appropriately.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>	8-11
4	<p>An attempt at an evaluation of the issue(s) raised in the task, typically through a careful analysis of alternative views; leading to a clearly expressed viewpoint supported by well-deployed evidence and reasoned argument; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>	12-15

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

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