

GCE

Edexcel Advanced Subsidiary GCE
in Religious Studies (8560)

First examination 2007

Edexcel Advanced GCE in
Religious Studies (9560)

First examination 2008

November 2005

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Specimen Assessment Materials

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Unit 1 Specimen Assessment Materials

Paper Reference(s)

XXXX

Edexcel GCE

Religious Studies

Advanced Subsidiary

Unit 1: Foundations

XXXday XX XXXX XXXX – Afternoon

Time: 1 hour 45 minutes

Materials required for examination

Answer Book (AB16)

Items included with question papers

Nil

Instructions to Candidates

In the boxes on the Answer Book, write your Centre Number, Candidate Number, your surname, and initials, the paper reference and your signature. The paper reference is shown above.

Answer **THREE** questions

Additional answer sheets may be used

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (20).

There are 18 questions in this question paper.

The total mark for this paper is 120.

Advice to Candidates

You must ensure that your answers to parts of questions are clearly numbered.

You will be assessed on your ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking account of your use of grammar, punctuation and spelling.

The assessment of your answers will be based on your knowledge and understanding of the topic in question(for 70% of the marks) and your evaluative skills (for 30% of the marks).

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Turn over

Answer THREE questions

Philosophy

1. (a) (i) Examine the main strengths and weaknesses of the cosmological argument for the existence of God. (28)
- (ii) Consider the view that the weaknesses are more convincing than the strengths. (12)

OR

- (b) (i) What are the strengths and weaknesses of the design argument for the existence of God? (28)
- (ii) Comment on the view that the weaknesses are more convincing than the strengths. (12)
-

2. (a) (i) What is meant by the problem of evil and suffering? (8)
- (ii) Give an account of two solutions and consider the view that they fail to solve the problem of suffering. (32)

OR

- (b) (i) What is meant by the term 'miracle'? (8)
- (ii) Examine and comment on the view that arguments against miracles are stronger than those arguments in support of them. (32)
-

Ethics

3. (a) (i) What are the advantages of utilitarianism? (28)

(ii) Identify the main problems of utilitarianism. To what extent do these make utilitarianism unacceptable? (12)

OR

(b) (i) For what reasons may situation ethics be regarded as a useful ethical theory? (28)

(ii) Outline the main weaknesses of situation ethics. To what extent do these undermine the theory? (12)

4. (a) (i) Examine what is meant by just war and pacifism. (28)

(ii) To what extent is pacifism compatible with a just war? (12)

OR

(b) (i) Outline the view that there are no rights and wrongs in sexual ethics. (28)

(ii) To what extent, if any, is it reasonable to claim that sexual ethics should be linked to religious beliefs? (12)

Religion

Buddhism

5. (a) (i) In what ways was Gautama influenced by his background? (14)
- (ii) Examine and comment on the enlightenment of Gautama and his public ministry. (26)

OR

- (b) (i) Outline the main characteristics of the Buddha's background. (14)
- (ii) Illustrate from the life and work of Gautama why Buddhists take refuge in the Buddha. (26)
-

6. (a) (i) Examine the main types of meditation in Buddhism. (28)
- (ii) Comment on the purposes of meditation in Buddhism. (12)

OR

- (b) (i) Describe the key features of the three refuges. (14)
- (ii) Examine and comment on the relationship between the Sangha and the laity. (26)
-

Christianity

7. (a) (i) Examine the Early Church debate about the person of Jesus. (28)
- (ii) Comment on the significance of this debate for Christian belief. (12)

OR

- (b) (i) Examine the teaching of one scholar concerning the nature of God. (20)
- (ii) To what extent and for what reasons does this teaching agree with Christian teaching about a personal God? (20)
-

8. (a) (i) Describe the Eucharistic practices of **ONE** Christian Church. (12)
- (ii) Examine and consider the ways in which different beliefs about the Eucharist are reflected in the practice of **ANOTHER** Christian Church. (28)

OR

- (b) (i) Examine Christian teaching about a personal God. (14)
- (ii) Describe and comment on Christian teaching about God as Creator. (26)
-

Hinduism

9. (a) (i) Describe the distinctive features of Indus Valley culture and Aryan influences on it. (20)

(ii) Examine and comment on the distinctive emphases of Vedic beliefs and practices. (20)

OR

(b) (i) Describe the background to Hinduism with reference to the Indus Valley culture and Aryan influence. (28)

(ii) Comment on the possible problems with interpreting the evidence regarding this background material. (12)

10. (a) (i) Examine the main teachings and practices of two types of yoga. (28)

(ii) Comment on the significance of these contributions to Hinduism. (12)

OR

(b) (i) Examine the distinctive features of Krishna and Rama. (28)

(ii) Why is the worship of one of those deities popular with devotees? (12)

Islam

11. (a) (i) Outline the main religious features of pre-Islamic Arabia. (14)
- (ii) Examine and comment on the possible influence of these features on the teachings of Muhammad. (26)

OR

- (b) (i) Give an account of the key features of the life and work of Muhammad in Makkah and Madinah. (28)
- (ii) Comment on the belief that Muhammad is the Seal of the Prophets. (12)
-

12. (a) (i) Examine the view that Five Pillars signify a Muslim's submission to Allah (Islam) and identity with the Muslim community (Ummah). (28)
- (ii) Comment on the view that only these five pillars are obligatory for Muslims. (12)

OR

- (b) (i) Examine beliefs about two of the following: angels, day of judgement or life after death. (28)
- (ii) Comment on the significance of one of these for Muslims. (12)
-

Judaism

13. (a) (i) Examine and comment on the context, key teachings and the importance of Rashi and his school. (20)

(ii) Examine and comment on the context, key teachings and the importance of Judah Halevi. (20)

OR

(b) (i) Examine the context and distinctive features of the life and teachings of Moses Maimonides. (28)

(ii) Consider the importance of his contributions to Jewish thought. (12)

14. (a) (i) Examine and comment on the distinctive teachings and practices of Orthodox Judaism. (20)

(ii) Examine and comment on the distinctive teachings and practices of Reform Judaism. (20)

OR

(b) (i) Identify and comment on the main emphases of Conservative Judaism. (20)

(ii) Identify and comment on the main emphases of Liberal Judaism. (20)

Sikhism

15. (a) (i) Examine the religious context of the life of Guru Nanak. **(28)**

(ii) Consider the importance of the term Guru for Sikhs. **(12)**

OR

(b) (i) Describe the distinctive features of Guru Gobind Singh. **(28)**

(ii) Comment on the significance of the Adi Granth for Sikhs. **(12)**

16. (a) (i) Examine the main aspects of Sikh discipline. **(28)**

(ii) Comment on the importance of the Khalsa for Sikhs. **(12)**

OR

(b) (i) Examine the practice of Sikh devotion. **(28)**

(ii) To what extent did Guru Nanak's beliefs about God differ from those of his contemporaries? **(12)**

New Testament and Theology

17. (a) (i) Outline Jesus' teaching concerning wealth and outcasts. (28)

(ii) To what extent did these teachings differ from the Jewish teaching at the time? (12)

OR

(b) (i) Examine the meanings of the sayings 'I am the bread of life' and 'I am the true vine'. (28)

(ii) Why were these sayings so controversial at that time? (12)

18. (a) (i) Examine the main features of Jesus' teaching in Luke's Gospel concerning the nature and demands of discipleship. (28)

(ii) Why were John the Baptist and the disciples so important to the ministry of Jesus? (12)

OR

(b) (i) Examine the part played by women in the ministry of Jesus in the Fourth Gospel. (28)

(ii) To what extent did Jesus' treatment of women differ from the practices of Judaism at that time? (12)

END

Mark Schemes for Paper 1 Specimen Assessment Materials

| GCE Religious Studies | | | Paper 1 Philosophy of Religion | | |
|---|---|-------|--------------------------------|--|-------|
| 1 (a) (i) Examine the main strengths and weaknesses of the cosmological argument for the existence of God. (28) | | | | | |
| (ii) Consider the view that the weaknesses are more convincing than the strengths. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to present a full development of the content from level 3 including an understanding of the type of argument, its premise, stages and conclusion, scholarly debate and conceptual analysis, issues of interpretation. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the view that the weaknesses are more convincing than the strengths. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates about significant stages in the argument, drawing on scholarly debates so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select some key features with a basic awareness of the issue of strengths and weaknesses. Will focus on the question and select significant features which clarify the issue of strengths and weaknesses such as its empirical basis, analysis of for example change, causation, contingency, infinite regress, looking at arguments for and</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will argue a case relevant to the question with evidence of weighing up reasons with clarity such as problems with the meaning of key concepts, alternative interpretation of experience and balanced with notion such as the strength of the principle of sufficient reason.</p> | 5-8 |

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|---|---|------|---|--|-----|
| | against. | | | | |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key features with a basic knowledge of the issue of strengths and weaknesses.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify a few points of view in a straightforward manner.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will mention some issues or problems but without clarification.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Philosophy of Religion | | |
|---|---|-------|--------------------------------|--|-------|
| 1 (b) (i) What are the strengths and weaknesses of the design argument for the existence of God? (28) | | | | | |
| (ii) Comment on the view that the weaknesses are more convincing than the strengths. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to present a full development of the content from level 3. Such as an understanding of the type of argument, understanding about its premise, stages and coherence or otherwise of conclusion, scholarly debate and conceptual analysis, issue of alternative interpretations. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the view that the weaknesses are more convincing than the strengths. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates about significant stages in the argument, drawing on scholarly debates so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select some key features with a basic awareness of the issue of strengths and weaknesses. Will focus on the question and select significant features that clarify the issue of strengths and weaknesses such as its use of evidence, interpretation of experience, role of analogy,</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will argue a case relevant to the question with evidence of weighing up reasons with clarity such as problems with the meaning of key concepts, alternative interpretations of experience and analogy and balanced with notion such as the strength of cumulative evidence.</p> | 5-8 |

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|---|--|------|---|---|-----|
| | looking at arguments for and against. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of the issue of strengths and weaknesses. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues or problems but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Philosophy of Religion | | |
|--|---|-------|--------------------------------|---|-------|
| 2 (a) (i) What is meant by the problem of evil and suffering? (8) | | | | | |
| (ii) Give an account of two solutions and consider the view that they fail to solve the problem of suffering. (32) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to present a full development of the content from level 3. Such as scholarly debates to highlight the thrust of the problem of evil and suffering and to pinpoint the most important features of the two solutions selected with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the view that the solutions fail to solve the problem. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates about the strengths and weaknesses of the solutions, drawing on scholarly debates so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of knowledge about types of evil and suffering and a clear understanding the central concepts in two solutions using technical terms to build up a coherent structured answer.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will argue a case relevant to the question with evidence of weighing up reasons with clarity such as problems with the meaning of key concepts, alternative interpretations and a critical appraisal of these debates.</p> | 5-8 |

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| | Candidates may refer to classical theodicies or to solutions to this problem across a range of traditions. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of what is meant by the problem of evil and suffering and a basic exposition of two solutions. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues or problems but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Philosophy of Religion | | |
|---|---|-------|--------------------------------|---|-------|
| 2 (b) (i) What is meant by the term 'miracle'? (8) | | | | | |
| (ii) Comment on the view that arguments against miracles are stronger than those arguments in support of them. (32) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to present a full development of the content from level 3 including scholarly debates to highlight the arguments for and against and to pinpoint the most important arguments with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the view that arguments against miracles are stronger than those arguments in support of them. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates about the strengths and weaknesses of the various positions, drawing on scholarly debates so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information on definitions of miracle and knowledge of arguments for and against miracles. Candidates will select</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will argue a case relevant to the question, weighing up evidence and reasons with clarity such as problems with the meaning of key concepts, alternative interpretations and a critical appraisal of these debates.</p> | 5-8 |

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| | significant features for emphasis such as understanding of use of evidence, laws of nature, violations, notions of credulity and type of God in this context, using technical terms in a clear manner. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of what is meant by miracle and arguments against miracles. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues or problems but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Ethics | | |
|--|--|-------|----------------|--|-------|
| 3 (a) (i) What are the advantages of utilitarianism? (28) (ii) Identify the main problems of utilitarianism. To what extent do these make utilitarianism unacceptable? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to substantiate knowledge of the theory by sustained reference to its usefulness. Case studies are likely to be drawn from the work of scholars rather than the candidates' own illustrations, with confident application of technical terminology and a full understanding of the social and cultural background of the theory.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to maintain a sustained line of evaluation throughout. There will be little, if any, reliance on case studies and a scholarly approach maintained to draw together the two demands of the question. Technical language will be fluently and accurately applied and candidates will have a strong sense of how Utilitarianism relates to ethical theory in general.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will be likely to make increased reference to the wording of the question. An increasing range of scholarship is likely to be evident, and case studies, if used, will be closely related to the principles of Utilitarianism. Candidates are likely to show more substantial awareness of the social and cultural background to the theory.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will be likely to demonstrate greater evaluative skills and more connection made between the two demands made by the question. There will be little, if any repetition from part (i) and candidates will make some independent evaluation of the degree to which they make the theory unacceptable.</p> | 5-8 |

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|---|--|------|---|--|-----|
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be likely to show a greater awareness of how key features can be understood in terms of its advantages. More sustained use of scholarship. Case studies may be used by way of illustration but be largely descriptive.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be likely to include a wider range of problems with more sustained consideration of their effect on the theory with reference to one or more relevant scholar, but with little extended evaluation.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will be likely to identify key features of Utilitarianism with little reference to how these are indicative of the advantages of the theory. Some reference to key scholars such as Bentham and Mill likely to be made.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will be likely to offer a limited range of problems of Utilitarianism with a basic evaluative comment about how far they undermine the theory. Likely to depend on repetition of material from part (i). Little or no reference to scholarship.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Ethics | | |
|--|--|-------|----------------|--|-------|
| 3 (b) (i) For what reasons may situation ethics be regarded as a useful ethical theory? (28) | | | | | |
| (ii) Outline the main weaknesses of situation ethics. To what extent do these undermine the theory? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Will need to substantiate knowledge of the theory by sustained reference to its usefulness. Case studies are likely to be drawn from the work of scholars rather than the candidates' own illustrations, with confident application of technical terminology and a full understanding of the social and cultural background of the theory.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Will need to maintain a sustained line of evaluation throughout. There will be little, if any, reliance on case studies and a scholarly approach maintained to draw together the two demands of the question. Technical language will be fluently and accurately applied and candidates will have a strong sense of how situation ethics relates to ethical theory in general.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will be likely to make increasing reference to the wording of the question. An increasing range of scholarship is likely to be evident, including, for example, J A T Robinson. Case studies, if used, will be more closely related to the principles of Situation Ethics. Candidates are likely to show more substantial awareness of the social and cultural background to the theory.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will be likely to demonstrate greater evaluative skills and make greater connection between the two demands of the question. There will be little, if any repetition from part (i) & candidates will make some independent evaluation of how far the theory is undermined.</p> | 5-8 |

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| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be likely to draw attention to how the key features may be considered useful in ethical decision making including the nature of the theory as a way of solving moral dilemmas situationally and teleologically; rejection of absolutes. Case studies may be used by way of illustration but be largely descriptive.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Likely to include a wider range of weaknesses, with more sustained consideration of their usefulness with reference to one or more relevant scholar, such as William Barclay but with little extended evaluation.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Is likely to highlight the key characteristics of Situation Ethics identifying basic principles of agape, relativism and personalism with some reference to the work of Joseph Fletcher.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Is likely to offer a limited range of weaknesses of Situation Ethics, with a basic evaluative comment about how far they undermine the theory. Likely to depend on repetition of material from part (i). Little or no reference to scholarship.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Ethics | | |
|--|--|-------|----------------|--|-------|
| 4 (a) (i) Examine what is meant by just war and pacifism. (28) | | | | | |
| (ii) To what extent is pacifism compatible with a just war? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to demonstrate a full knowledge of both principles and to present a well balanced answer. Both principles need to be set in a context of religious and philosophical thinking, technical terms are used accurately with reference to both principles and a full awareness of the context and limitations of the principles demonstrated.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will need to confidently tackle the issue of compatibility without repetition from part (i) and to raise contrasting ideas in a consideration of the dilemma before drawing a conclusion based on their well informed opinion or from the contribution of scholars.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will be likely to demonstrate a fuller knowledge of the principles with more detailed reference to religious or philosophical principles, such as sanctity of life or humanism, which may underpin them. Greater consideration of the application and limitation of these principles is likely to be made.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will be likely to include little or no repetition from (i) and will attempt to identify more than one way in which the two principles may be considered more or less compatible, using evidence and philosophical thinking.</p> | 5-8 |

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| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be likely to demonstrate a wider knowledge of the principles involved and with a greater degree of accuracy. A wider range of types of pacifism may be addressed and some examples of perceived Just Wars may be given.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be likely to make some new points without reliance on repetition from part (i) and to draw a simple conclusion regarding the compatibility of the two principles which shows an attempt at an evaluative response.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will be likely to identify basic features of Just War and Pacifism by means of simple definitions and some basic knowledge of the principle of Just War. Some reference to religious principles may be made. Answers may be unbalanced in their discussion of both principles.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will be likely to rely on repetition from part (i) and to show little evaluative skill in tackling the problem of compatibility. A simple statement in refutation or support of the claim may be made.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Ethics | | |
|---|---|-------|----------------|--|-------|
| 4 (b) (i) Outline the view that there are no rights and wrongs in sexual ethics. (28) | | | | | |
| (ii) To what extent, if any, is it reasonable to claim that sexual ethics should be linked to religious beliefs? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to make clear reference to the thrust of the question, providing evidence from religious and moral philosophical approaches. Use of case studies will be limited to those which accurately and relevantly illustrate the view.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a full awareness of a range of ideas associated with religious teaching on sexual ethics and of their relationship to moral decision making in this respect. A full range of possible responses to the claim will be made, and the candidate will draw a conclusion based on informed personal opinion or the contribution of scholars.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will be likely to make accurate reference to 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 be linked more directly to the application of ethical theory in making decisions in sexual ethics.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will be likely to offer more than one response to the claim by reference to moral philosophy and more advanced religious teachings regarding sexual ethics, aiming to draw a conclusion as to whether the two are necessarily connected.</p> | 5-8 |

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| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be likely to show an increased awareness of the demands of the question, perhaps by reference to relative and absolute moral judgements. Use of case studies is likely to be descriptive.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be likely to demonstrate a broader understanding of how religious beliefs may have some influence on decision making with regard to sexual ethics, perhaps by reference to a scholar to an extended understanding of scriptural or church teaching. A simple attempt to draw a conclusion may be made.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>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.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will be likely to make basic reference to a simple religious belief which may be associated with sexual ethics, perhaps by reference to a textual example or case study, but with no evaluation of the view expressed in the claim.</p> | 1-2 |

| GCE Religious Studies | | | | Paper 1 Buddhism | |
|--|---|-------|-------|--|-------|
| 5 (a) (i) In what ways was Gautama influenced by his background? (14) | | | | | |
| (ii) Examine and comment on the enlightenment of Gautama and his public ministry. (26) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3 including a full range and precise detail of material adapted so as to highlight the ways Gautama was influenced by his background. Candidates should pinpoint the most important features of his enlightenment and public ministry with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning comments on the enlightenment and public ministry of Gautama. Candidates will follow through the interpretations indicated at level 3 such as balanced reasoning concerning the significance of biographical evidence and a sustained critical analysis of key concepts so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information for example on the religious context, historical, economic and political background. Candidates will select significant information for emphasis such as understanding key features of the enlightenment and his</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity such as interpretations of biographical evidence and their significance, issues related to the meaning of key beliefs, and a critical appraisal of these views.</p> | 5-8 |

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| | public ministry, using technical terms in a clear manner. | | | | |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key features with a basic knowledge of contextual issues and the life of Gautama.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify a few points of view in a straightforward manner.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail, imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will mention some issues but without clarification.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Buddhism | | |
|---|---|-------|------------------|---|-------|
| 5 (b) (i) Outline the main characteristics of the Buddha's background. (14) | | | | | |
| (ii) Illustrate from the life and work of Gautama why Buddhists take refuge in the Buddha. (26) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3 including a full range and precise detail of material adapted so as to highlight the main features of Gautama's background. Candidates should select the most important features of his life and work related to Refuge with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question regarding reasons and evidence of why Buddhist take Refuge in the Buddha. Candidates will follow through the interpretations indicated at level 3 such as balanced reasoning concerning the significance of biographical evidence and a sustained critical analysis of key concepts so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information for example on the religious context, historical, economic and political background. Candidates will select significant information for emphasis such as understanding key features of his life and work relevant to</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity such as interpretations of biographical evidence and their significance regarding why Buddhists take Refuge in the Buddha, issues related to the meaning of key beliefs, and a critical appraisal of these views.</p> | 5-8 |

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| | the Buddha as a Refuge, using technical terms in a clear manner. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of the background to Gautama and the Buddha as a Refuge. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Buddhism | | |
|--|---|-------|------------------|---|-------|
| 6 (a) (i) Examine the main types of meditation in Buddhism. (28) | | | | | |
| (ii) Comment on the purposes of meditation in Buddhism. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3 including full range and precise detail of material, adapted to identify significant types of meditation with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question regarding debates about the purposes of meditation. Candidates will follow through the views indicated at level 3 such as balanced reasoning concerning the significance of different purposes, and a sustained critical analysis of key concepts so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information on the main types of meditation. Candidates will select significant information for emphasis such as understanding key purposes, context of meditation, informative user of exemplars, using technical terms in a</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity so as to comment on the purposes of meditation. Such as different aims of different types of meditation, reasons for different techniques, issues related to the meaning of key beliefs underpinning meditation, and a critical appraisal of these views.</p> | 5-8 |

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| | clear manner. | | | | |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key features with a basic knowledge of the main types of meditation.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify a few points of view in a straightforward manner.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will mention some issues but without clarification.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Buddhism | | |
|---|--|-------|------------------|---|-------|
| 6 (b) (i) Describe the key features of the three refuges. (14) | | | | | |
| (ii) Examine and comment on the relationship between the Sangha and the laity. (26) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3 including full range and precise detail of material, adapted to identify significant features of the Refuges and to identify critical aspects of the relationships between the Sangha and laity, with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will follow through the views indicated at level 3 such as balanced reasoning concerning the significance of different views about the relationship, and a sustained critical analysis of key beliefs and practices so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information on the key features of the three refuges. Candidates will select significant information for emphasis such as understanding key features of the relationship between the Sangha and the laity with an informative use of exemplars, using technical terms in a clear manner.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity so as to comment on the relationship between the Sangha and laity. Such as different views about the significance of the relationship with alternative priorities and potential problems, and a critical appraisal of these views.</p> | 5-8 |

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| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key features with a basic knowledge of the key features of the three refuges and of the relationship between the Sangha and the laity.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify a few points of view in a straightforward manner.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will mention some issues but without clarification.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Christianity | | |
|--|---|-------|----------------------|--|-------|
| 7 (a) (i) Examine the Early Church debate about the person of Jesus. (28) | | | | | |
| (ii) Comment on the significance of this debate for Christian belief. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to give an account of a range of the debates in the Early Church explaining the significance of each debate, explaining how the debate was resolved, the decisions made and the significance of the decisions using the correct technical language.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates should consider the implications of the beliefs about the person of Jesus for both worship and salvation referring to views within the early Church and contemporary teaching: Barth; Bonhoeffer.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Candidates are likely to discuss the main heresies explaining why they were not acceptable. They will also be able to explain the decisions of the councils using some religious terms for example, homoousious.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to consider the implication of the belief that Christ is both God and man: for worship and/or salvation, referring perhaps to Athanasius.</p> | 5-8 |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to give an outline of the main heresies, for example, Arianism and Docetism, and will give an outline of the decisions of the councils, for example at Nicea it was stated that God and Christ were of</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to focus on the clarification and definition of Christian beliefs about Christ.</p> | 3-4 |

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| | the same substance. | | | | |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Candidates are likely to make statements about the Early Church's concerns about the humanity and divinity of Christ and the attempts to resolve these concerns at the councils of Nicea and Chalcedon. There is likely to be more emphasis on the heresies than the resolutions.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Candidates are likely to make simple comments to the effect that this debate decided Christian beliefs about Christ, that he was both God and man.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Christianity | | |
|--|---|-------|----------------------|---|-------|
| 7 (b) (i) Examine the teaching of one scholar concerning the nature of God. (20) | | | | | |
| (ii) To what extent and for what reasons does this teaching agree with Christian teaching about a personal God? (20) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates are likely to examine the self revelation in Barth's teaching in detail explaining the relationship between the Father, Son and Spirit. Candidates answering with reference to Cone's teaching are to examine the influence of Barth on Cone's work.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to discuss the rejection of the traditional use of analogy in Barth's work and the idea of analogy of holiness. Candidates may also discuss the significance of Barth's doctrine of election.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Candidates are likely to explain the teachings in greater depth, for example, explaining that in Barth's teaching God reveals himself and that man cannot discover God by other means.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to develop their answers referring to the significance of the Son and the Spirit as the self revelation of God in both Barth's and Cone's work. Candidates are likely to refer to traditional teaching which uses analogy a means of understanding the nature of God.</p> | 5-8 |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to give some background in explanation of the teaching, for example, that Barth's teaching about the nature of God as transcendent may be a reaction to early twentieth century liberal theology.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to expand on the difficulties of a transcendent God as a personal God but mentioning the significance of man's response in Barth's teaching.</p> | 3-4 |

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| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Candidates are likely to give isolated facts, for example that Cone teaches that God is black and that he identifies with the poor and oppressed.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Candidates answering with reference to Barth are likely to make simple comments about a relationship with a transcendent God and at this level candidates answering with reference to Cone are likely to comment that God has a personal relationship with poor, oppressed blacks.</p> | 1-2 |
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| GCE Religious Studies | | | Paper 1 Christianity | | |
|---|---|-------|----------------------|--|-------|
| 8 (a) (i) Describe the Eucharistic practices of ONE Christian Church. (12) | | | | | |
| (ii) Examine and consider the ways in which different beliefs about the Eucharist are reflected in the practice of ANOTHER Christian Church. (28) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to give a detailed explanation of the eucharistic practices supported by detailed explanation.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a discussion of the historical development of the differing beliefs showing how this historical influence is reflected in the practices. The candidate should also show awareness that there are differing beliefs within Churches.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Candidates are likely to consider wider aspects of the practices, for example, the role of the priest/minister and the role of the laity.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Candidates should be able to compare and contrast the beliefs and practices of two Churches showing how different beliefs are reflected in differing practices, looking, for example, at the beliefs about the bread and wine and about the role of the priest/minister and the significance of the communion in the life of the Church.</p> | 5-8 |

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| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to give a simple outline of the practices: introduction, confession, Biblical readings, consecration and eucharist, concluding rite.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to explain how the beliefs about the nature of the bread and the wine are reflected in the practices; the way in which Catholics receive the bread and the wine reflects the belief that it is the body and blood of Christ, or the way in which Baptists share the communion meal reflects the belief that it is a memorial meal demonstrating the unity of the community.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Candidates are likely to describe the eucharistic practices of either the Roman Catholic Church or one of the Free Churches. They are likely to make simple comments about the practices, for example, that Catholics celebrate the Mass frequently whereas Baptists celebrate the Lord's Supper less frequently. Comments are likely to be isolated statements, that Catholics believe that the bread and wine are the body and blood of Christ.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Candidates are likely to make simple comments; how the significance of the priest/minister is reflected in the dress.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Christianity | | |
|--|--|-------|----------------------|---|-------|
| 8 (b) (i) Examine Christian teaching about a personal God. (14) | | | | | |
| (ii) Describe and comment on Christian teaching about God as Creator. (26) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to discuss the use of human personal relationship as an analogy for man's relationship with God. They also need to discuss the differing uses of the word 'person'.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a full discussion of the teaching about God as creator including the ways in which this teaching is challenged in the modern world and scholarly responses to this challenge. The answer may also include a discussion of the analogies used to describe the way in which God created.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Candidates are likely to expand the discussion with reference to the work of Martin Buber. They are also likely to discuss the significance of prayer in a relationship with a personal God.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to consider the implications of the teaching about creation in detail; that God had authority over the world; that humans are created in the image of God, maybe considering the extent to which these views are/are not challenged by modern science.</p> | 5-8 |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to discuss the possibility of having a relationship with God analogous to that with another human and the negative overtones associated with an</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to refer to some of the difficulties associated with the teaching about God as creator in the light of modern science.</p> | 3-4 |

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| | 'impersonal' God. | | | | |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Candidates at this level are likely to discuss analogy or God as one of the three persons of the Trinity.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Candidates are likely to refer to the Biblical accounts of creation.</p> | 1-2 |

| GCE Religious Studies | | | | Paper 1 Hinduism | |
|--|---|-------|-------|--|-------|
| 9 (a) (i) Describe the distinctive features of Indus Valley culture and Aryan influences on it. (20) | | | | | |
| (ii) Examine and comment on the distinctive emphases of Vedic beliefs and practices. (20) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include, for example, a full range and precise detail of material adapted so as to highlight for example relationship between Indus Valley culture and Aryan influences, and subsequent influences on development of Hinduism. Candidates should pinpoint the most important features with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning comments on the distinctive emphases of Vedic religion. Candidates will follow through the interpretations indicated at level 3 such as balanced reasoning concerning the significance of a range of evidence and subsequent influence and a sustained critical analysis of key beliefs and practices so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information drawing on evidence with an ability to describe distinctive features such as social groupings, types of deities, beliefs about nature etc. Candidates will select</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity such as interpretations of evidence and diversity of beliefs and practices and their significance, issues related to the meaning of key beliefs, and a critical appraisal of these views.</p> | 5-8 |

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| | significant information for emphasis such as understanding key features of selected deities in the Vedas, order in cosmos and society, reincarnation, ceremonies, role of priests, using technical terms in a clear manner. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of contextual issues and Vedic beliefs and practices. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Hinduism | | |
|--|---|-------|------------------|--|-------|
| 9 (b) (i) Describe the background to Hinduism with reference to the Indus Valley culture and Aryan influence. (28) | | | | | |
| (ii) Comment on the possible problems with interpreting the evidence regarding this background material. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include for example a full range and precise detail of material adapted so as to highlight for example relationship between Indus Valley culture and Aryan influences, and subsequent influences of Vedic religion on development of Hinduism. Candidates should pinpoint the most important features with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question regarding problems of interpretations of evidence. Candidates will follow through the ideas indicated at level 3 such as balanced reasoning concerning the significance of a range of evidence and subsequent influence and a sustained critical analysis of key beliefs and practices so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information drawing on evidence such as archaeological with an ability to describe distinctive features such as social groupings, types of deities, beliefs about nature,</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity such as range of interpretations of evidence and language, and diversity of beliefs and practices and their significance, debates for example about Aryan 'invasion', and a critical appraisal of these views.</p> | 5-8 |

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| | rituals, etc. Candidates will select significant information for emphasis such as female deities and fertility sacrifices, using technical terms in a clear manner. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of contextual issues. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Hinduism | | |
|--|--|-------|------------------|--|-------|
| 10 (a) (i) Examine the main teachings and practices of two types of yoga. (28) | | | | | |
| (ii) Comment on the significance of these contributions to Hinduism. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include, for example, a full range and precise detail of material adapted so as to highlight significant features, for example relationships between belief and practice, context of religious tradition, beliefs about human nature and the physical world, transformation of consciousness. Candidates should pinpoint the most important features with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question regarding comments on the significance of these contributions to Hinduism. Candidates will follow through the ideas indicated at level 3 such as balanced reasoning concerning the extent or otherwise of influence and a sustained critical analysis of key beliefs and practices so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information specific to the type of yoga selected for example on mental and physical control, stages and meditative techniques. Candidates will select significant information such as knowledge of God, relationship</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity, regarding the significance of contributions to Hinduism. This may refer to for example beliefs and practices, including a range of systems such as theistic and atheistic viewpoints, implications for liberation and bhakti, and a critical appraisal of these views.</p> | 5-8 |

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| | between soul and matter, purification, liberation, devotion and asceticism using technical terms in a clear manner. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of Yoga. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Hinduism | | |
|---|---|-------|------------------|---|-------|
| 10 (b) (i) Examine the distinctive features of Krishna and Rama. (28) | | | | | |
| (ii) Why is the worship of one of those deities popular with devotees? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include, for example, a full range and precise detail of material adapted so as to highlight significant features for example diversity of beliefs and practices, notions of bhakti, implications for devotee. Candidates should pinpoint the most important features with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question regarding reasons why worship of one of these is popular. Candidates will follow through the ideas indicated at level 3 such as balanced reasoning concerning type of puja and its purposes, union with God and moral development, and a sustained critical analysis of key beliefs and practices so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information on distinctive features of Krishna and Rama, such as context of beliefs, selected biographical material adapted to highlight significant features, place of</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity, regarding why worship of one of these is popular with devotees. This may refer to for example a range of practices and festivals with different appeals; significance for daily life and implications for example for karma and liberation, and a critical</p> | 5-8 |

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| | scriptures and implications for devotion, using technical terms in a clear manner. | | | appraisal of these views. | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of Krishna and Rama. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | | | |
|---|---|-------|-------|--|-------|
| 11 (a) (i) Outline the main religious features of pre-Islamic Arabia. (14) | | | | | |
| (ii) Examine and comment on the possible influence of these features on the teachings of Muhammad. (26) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i> Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include a full range and precise detail of material adapted so as to highlight the most important features of the indigenous traditions compared to other factors; distinctive characteristics of for example jinns; beliefs about Allah. Candidates should explain the relationships between religious and other contextual evidence, such as economic changes related to religious practices and customs. Candidates should pinpoint the most important features with an ability to explain key concepts. Proficient use of technical terms. | 23-28 | 4 | <i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i> Is likely to include a clear understanding of the evaluative demands of the question concerning comments on the possible influences on Muhammad's teaching. Candidates will follow through the evidence indicated at level 3 including balanced reasoning concerning the nature and extent of possible influence, including the view that Muhammad as the final messenger transcends these factors. Candidates should present a sustained critical analysis of key beliefs so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound. | 9-12 |
| 3 | <i>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.</i> Will select and understand some significant features focusing on the question. There will be a range of information together with an ability to select significant features for emphasis, such as polytheism, | 15-22 | 3 | <i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i> Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity such as possible influence on teachings of Muhammad, including explicit references to these background features and a rejection and reform of many of them, diversity of beliefs and their significance, issues related to the meaning of | 5-8 |

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|---|---|------|---|--|-----|
| | animism, religious practices, Christian, Jewish and Zoroastrian traditions, sacred places, using technical terms in a clear manner. | | | key beliefs, and a critical appraisal of these views. | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of contextual issues and possible influences on teachings of Muhammad. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Islam | | |
|---|---|-------|---------------|---|-------|
| 11 (b) (i) Give an account of the key features of the life and work of Muhammad in Makkah and Madinah. (28) | | | | | |
| (ii) Comment on the belief that Muhammad is the Seal of the Prophets. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This will include a full range and precise detail of material adapted so as to highlight the most important features such as the nature of Muhammad as prophet, range of events which influenced his public reputation, distinctive features of problems and success. Candidates should explain key features such as his authority and religious and political influence. Candidates should pinpoint the most important features with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning comments on the belief that Muhammad is the Seal of the Prophets. Candidates will follow through the evidence indicated at level 3 including balanced reasoning concerning the nature, roles and purposes of the prophets and identify what is distinctive about Muhammad, including notion of 'Seal', views about scriptures, nature and humanity of Muhammad. Candidates should present a sustained critical analysis of key beliefs so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity regarding Muhammad as the Seal of the Prophets and the distinctive features of this belief, impact of this</p> | 5-8 |

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| | information together with an ability to select significant features targeted on Makkah and Madinah. Major relationships, call to be a prophet, implications of his teachings in Makkah, persecution and reasons for the hijra and range of work, authority and political influence in Madinah, using technical terms in a clear manner. | | | prophetic teaching. Candidates should debate the meaning of key terms and beliefs, and a critical appraisal of these views. | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of key features of the life and work of Muhammad. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Islam | | |
|---|--|-------|---------------|---|-------|
| 12 (a) (i) Examine the view that Five Pillars signify a Muslim's submission to Allah (Islam) and identity with the Muslim community (Ummah). (28) | | | | | |
| (ii) Comment on the view that only these five pillars are obligatory for Muslims. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include a full range and precise detail of material adapted so as to highlight the most important features of the particular terms selected, islam and umma, and their status within Islamic belief and practice. Candidates should pinpoint the most important features of the five pillars with a range of possible purposes with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the view that only these five pillars are obligatory. Candidates will follow through the evidence indicated at level 3 including balanced reasoning of different viewpoints within Islam. Candidates should present a sustained critical analysis of key beliefs and practices so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information together with an ability to select significant features targeted on the themes of submission and ummah including appropriate contextual material including</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity with comments on the obligatory status of the pillars compared to some customs and practices that are recommended but not as such obligatory. Different interpretations within Islam and a critical appraisal of these views.</p> | 5-8 |

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| | purposes and significance of the pillars. Candidates may use specific analyses of selected pillars to substantiate the thrust of the question, using technical terms in a clear manner. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of issues in the five pillars. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Islam | | |
|--|---|-------|---------------|---|-------|
| 12 (b) (i) Examine beliefs about two of the following: angels, day of judgement, or life after death. (28) (ii) Comment on the significance of one of these for Muslims. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include a full range and precise detail of material adapted so as to highlight the most important features with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the significance of one of these beliefs for Muslims. Candidates will follow through the material indicated at level 3 including balanced reasoning with regard to any debates. Candidates should present a sustained critical analysis of the selected belief so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information together with an ability to select significant features, context of these beliefs so as to indicate what is distinctive and there may be illustrations from the life and work of Muhammad, using technical terms in a clear</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity concerning the significance of one of these beliefs. This may include their implications for practice, together with debates relevant to the selected belief, issues related to the meaning of key beliefs, and a critical appraisal of these views.</p> | 5-8 |

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| | manner. | | | | |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key features with a basic knowledge of two of beliefs mentioned.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify a few points of view in a straightforward manner.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will mention some issues but without clarification.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Judaism | | |
|---|---|-------|-----------------|--|-------|
| 13 (a) (i) Examine and comment on the context, key teachings and the importance of Rashi and his school. (20) | | | | | |
| (ii) Examine and comment on the context, key teachings and the importance of Judah Halevi. (20) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include a full range and precise detail of material adapted so as to highlight the most important features with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question that span a range of factors across both figures, including the significance of their respective contexts. Candidates will follow through the material indicated at level 3 including balanced reasoning with regard to any debates. Candidates should present a sustained critical analysis of key teachings and their importance so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information together with an ability to select significant features, context of these beliefs, including Rabbinic Judaism, diaspora, Jewish scriptures and practices so as to</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity, commenting on a range of issues concerning both figures, including their significance. This may include debates relevant to the selected topics, and a critical appraisal of these views.</p> | 5-8 |

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| | indicate what is distinctive. There may be illustrations from the life and work of these figures, using technical terms in a clear manner. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of Rashi and Judah Halevi. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Judaism | | |
|---|--|-------|-----------------|---|-------|
| 13 (b) (i) Examine the context and distinctive features of the life and teachings of Moses Maimonides. (28) | | | | | |
| (ii) Consider the importance of his contributions to Jewish thought. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include a full range and precise detail of material adapted so as to highlight the most important features with an ability to explain key concepts. For example this may include an understanding of the different types of influences on his teaching and evidence of his status and influence within Judaism etc. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning his importance to Jewish thought. Candidates will follow through the material indicated at level 3 including balanced reasoning with regard to any debates. Candidates should present a sustained critical analysis of the selected topics so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. Biographical material must be adapted to the demands of the question. There will be a range of information together with an ability to select significant features, such as influences on his thinking, interpretation of scripture, beliefs about God, revelation,</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity considering the importance of his contributions to Jewish thought. This may include debates relevant to the selected topics, issues related to the meaning of key beliefs, and a critical appraisal of these views including the relationship between philosophy and religious belief.</p> | 5-8 |

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| | God's relationship with humanity, Messiah, resurrection, etc. Context of these beliefs so as to indicate what is distinctive, using technical terms in a clear manner. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of Moses Maimonides. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Judaism | | |
|---|---|-------|-----------------|---|-------|
| 14 (a) (i) Examine and comment on the distinctive teachings and practices of Orthodox Judaism. (20) | | | (20) | | |
| (ii) Examine and comment on the distinctive teachings and practices of Reform Judaism. (20) | | | (20) | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include a full range and precise detail of material adapted so as to highlight the most important features with an ability to explain key concepts applicable to both traditions. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question commenting on the distinctive teachings and practices of these two traditions. Candidates will follow through the material indicated at level 3 including balanced reasoning with regard to any debates. Candidates should present a sustained critical analysis of the selected topics so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information together with an ability to select significant features, including context of the teachings and practices. These may indicate what is distinctive, such as issues about authority and revelation, Torah and Talmud, beliefs</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity concerning the distinctive teachings of these two traditions. This should include implications for practice, together with debates relevant to the selected topics, issues related to the meaning of key beliefs, and a critical appraisal of these views.</p> | 5-8 |

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| | about the chosen people, and promised land, customs, practices and worship, and gender issues, interfaith relationships etc, using technical terms in a clear manner. Candidates will be credited with reference to key personnel in these traditions. | | | | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of Orthodox and Reform Judaism. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Judaism | | |
|--|---|-------|-----------------|---|-------|
| 14 (b) (i) Identify and comment on the main emphases of Conservative Judaism. (20) | | | | | |
| 14 (b) (ii) Identify and comment on the main emphases of Liberal Judaism. (20) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to develop the content from level 3. This may include a full range and precise detail of material adapted so as to highlight the most important features with an ability to explain key concepts. Proficient use of technical terms.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of commenting on the main emphases of these two traditions and differences from within and outside these traditions. Candidates will follow through the material indicated at level 3 including balanced reasoning with regard to any debates. Candidates should present a sustained critical analysis of the selected belief so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will select and understand some significant features focusing on the question. There will be a range of information together with an ability to select significant features, including context of the teachings and practices so as to indicate what is distinctive for example comparing</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate the material relevant to the question, weighing up evidence and reasons with clarity commenting on the main emphases of these two traditions. This should include their key teachings together with debates from within and outside these traditions, issues related to implications for practice, issues related to the meaning of key beliefs, and a</p> | 5-8 |

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| | these to Orthodox and Reform traditions. Such as views about religious authority and Jewish identity, customs, practices and worship, and gender issues, interfaith relationships etc, using technical terms in a clear manner. Material on Reconstructionist Judaism will be credited. | | | critical appraisal of these views. | |
| 2 | <i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features with a basic knowledge of Conservative and Liberal Judaism. | 7-14 | 2 | <i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify a few points of view in a straightforward manner. | 3-4 |
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will mention some issues but without clarification. | 1-2 |

| GCE Religious Studies | | | Paper 1 Sikhism | | |
|--|--|-------|-----------------|---|-------|
| 15 (a) (i) Examine the religious context of the life of Guru Nanak. (28) | | | | | |
| (ii) Consider the importance of the term Guru for Sikhs. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates will examine in detail the Hindu and Islamic contexts and refer to a number of key teachings, such as belief in God, and practices, such as 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.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will 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 Guru Granth Sahib.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will typically refer to the two contexts identifying some of the main features of teaching and practice. 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.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will typically focus in detail on the application of the term to the ten Gurus, with suitable illustrations, with some consideration of other applications. They are likely to present a sound and balanced case by focusing on the issue of importance.</p> | 5-8 |

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| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select aspects of the two contexts, and are likely to draw parallels between them and Guru Nanak.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will typically apply the term to the ten Gurus with only passing to other contexts. They will present a basic case for the importance of the term.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will refer to isolated examples of some common elements.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Are likely to describe, uncritically, the way in which the term is used, typically by reference to one or more of the ten Gurus, with limited focus on the issue of importance.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Sikhism | | |
|---|---|-------|-----------------|---|-------|
| 15 (b) (i) Describe the distinctive features of the teaching of Guru Gobind Singh. (28) | | | | | |
| (ii) Comment on the significance of the Adi Granth for Sikhs. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates will typically give a coherent description of three main emphases on the relationship between spiritual and temporal power, on the issue of authority in the future Panth and on the question of Sikh identity, showing the distinctiveness of the Guru's contribution to the development of the Sikh community.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will typically 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 are likely to illustrate this by reference to historical or contemporary practice.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will give an accurate outline of the three emphases, with some suitable reference to the issue of distinctiveness, and typically illustrating the emphases by reference to examples from the life of the Guru.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will typically 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.</p> | 5-8 |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will outline some elements of the three main emphases, typically by describing events in the life of the Guru such as the institution of the Guru Granth Sahib.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Are likely to refer to the use of the holy book, typically by reference to its prominence in worship and the veneration given to it by devotees.</p> | 3-4 |

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| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will typically refer to events in the life of Guru Gobind Singh with limited reference to the issue of distinctiveness.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will typically give a mainly descriptive account of its use, with some reference to its place in Sikh devotion.</p> | 1-2 |
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| GCE Religious Studies | | | Paper 1 Sikhism | | |
|--|---|-------|-----------------|---|-------|
| 16 (a) (i) Examine the main aspects of Sikh discipline. (28) | | | | | |
| (ii) Comment on the importance of the Khalsa for Sikhs. (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates will 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 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 codes 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.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will recognise and focus on the role of the Khalsa within the wider Sikh community, including different perceptions of that role, and its central importance to issues of conformity and identity. There should be some acknowledgement of its relative importance in establishing norms of belief and practice, possibly in relation to other norms for some Sikhs.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will typically identify and examine 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.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will typically focus mainly on the role of establishing normative belief and practice, giving a full and clear consideration to this role, and to examples of how the Khalsa provides a context for all aspects of Sikh practice.</p> | 5-8 |

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| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Are likely to describe accurately to 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.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Are likely to give a more descriptive, though detailed and accurate, account of the role of the Khalsa, with some reference to the importance of this role.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will typically refer accurately to some examples of Sikh discipline within a limited framework.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will typically describe and illustrate how the Khalsa functions within Sikhism, with limited reference to its overall importance, using suitable examples.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 Sikhism | | |
|--|---|-------|-----------------|--|-------|
| 16 (b) (i) Examine the practice of Sikh devotion. (28) | | | | | |
| (ii) To what extent did Guru Nanak's beliefs about God differ from those of his contemporaries? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>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.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will address the issue of the difficulties of comparing the different beliefs, typically by reference to Islam and Hinduism, and to Guru Nanak's rejection of both and his statement about following the path of God. Answers are likely to avoid simple comparisons, and recognise both common ground and divergence. In doing so, they will address such key terms as monotheism, idolatry and symbolism.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>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.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Are likely to consider both similarities and differences in the interpretation of God between Hindus, Muslims and Guru Nanak, showing some of the key points of comparison.</p> | 5-8 |

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|---|--|------|---|---|-----|
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will typically concentrate on a narrow examination of how Sikhs perform their devotion, with minimal links to the purposes of devotion.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will typically refer to Hindu and Muslim beliefs, and draw out simple comparisons and contrasts.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Are likely to give a descriptive and partial account of Sikh practice.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Are likely to make a limited number of points of comparison, though without dealing with the issue of how far there are differences.</p> | 1-2 |

| GCE Religious Studies | | | | Paper 1 New Testament | |
|---|---|-------|-------|---|-------|
| 17 (a) (i) Outline Jesus' teaching concerning wealth and outcasts. (28) | | | | | |
| (ii) To what extent did these teachings differ from Jewish teaching at the time? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to highlight both wealth and outcasts with the emphasis on teaching. Both areas need to be covered. Important issues such as forgiveness and the love of God should be identified using evidence such as the Sermon on the Plain.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include highlighting differences between Jesus' teaching of love and forgiveness with that of Judaism at the time.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will be likely to provide examples such as the Parables of the Lost and will deal with basic ideas of serving God not money. Both teachings need to be covered.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will probably highlight issues of money and distraction from God - cannot serve God and money. Differing views of scholars.</p> | 5-8 |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>There is a basic awareness of issues such as greed and selfishness. Might tackle just one issue.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will probably include discussion about the nature of greed and selfishness.</p> | 3-4 |

| | | | | | |
|---|---|-----|---|---|-----|
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Refers to such items as the rich ruler and the lost son. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Candidates will probably offer general discussion on who outcasts were. | 1-2 |
|---|---|-----|---|---|-----|

| GCE Religious Studies | | | Paper 1 New Testament | | |
|---|--|-------|-----------------------|---|-------|
| 17 (b) (i) Examine the meaning of the sayings 'I am the bread of life' and 'I am the true vine'. (28) | | | | | |
| (ii) Why were these sayings so controversial at that time? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to highlight meaning and symbolism of bread and vine. Both teachings need to be covered. Important issues including evidence from the Old Testament should be offered.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include reference to scholarship and discussion on how the teaching differs from Judaism.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will be likely to provide examples such Old Testament background and imagery and concepts such as the messianic banquet.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may discuss range of other viewpoints and link them to the Old Testament notions. Look for scholarship.</p> | 5-8 |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>There is a basic awareness of issues such the meaning and context of the saying. Might tackle just one saying.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates will discuss meaning and context of sayings - maybe only one. Links with Old Testament unlikely to be made in depth. General discussion of Judaism.</p> | 3-4 |

| | | | | | |
|---|--|-----|---|---|-----|
| 1 | <i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i> Will probably just put the saying into general context. | 1-6 | 1 | <i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i> Will put the sayings into some context. | 1-2 |
|---|--|-----|---|---|-----|

| GCE Religious Studies | | | Paper 1 New Testament | | |
|--|---|-------|-----------------------|--|-------|
| 18 (a) (i) Examine the main features of Jesus' teaching in Luke's Gospel concerning the nature and demands of discipleship. (28) | | | | | |
| (ii) Why were John the Baptist and the disciples so important to the ministry of Jesus? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to highlight both nature and demands with the emphasis on teaching. Both teachings need to be covered. Important issues such as forgiveness, community, witness and testimony should be identified.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include discussion on importance of salvation, repentance, witness and testimony. Look for range of viewpoints and scholarship.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will be likely to provide examples of teaching such as the calling and the mission to the world.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may include discussion on fellowship, obedience, Holy Spirit. Look for discussion of relative importance of subjects.</p> | 5-8 |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>There is a basic awareness of issues such as following Jesus and prayer. Might tackle just one issue.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will include simplistic notions of who John and the disciples were and what they did.</p> | 3-4 |
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Refers to such items as the names of disciples.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Will tell the story of John and the call of disciples.</p> | 1-2 |

| GCE Religious Studies | | | Paper 1 New Testament | | |
|---|--|-------|-----------------------|--|-------|
| 18 (b) (i) Examine the part played by women in the ministry of Jesus in the Fourth Gospel. (28) | | | | | |
| (ii) To what extent did Jesus' treatment of women differ from the practices of Judaism at that time? (12) | | | | | |
| Level | AO1 | Marks | Level | AO2 | Marks |
| 4 | <p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates need to highlight important issues such as forgiveness, testimony, women and God. Use of vocabulary such as salvation and sin.</p> | 23-28 | 4 | <p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include evaluation of views of scholars concerning Jesus' teaching as opposed to Judaism.</p> | 9-12 |
| 3 | <p><i>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.</i></p> <p>Will need to show accurate knowledge and understanding and are likely to provide examples of incidents such as wedding at Cana, Mary and Martha.</p> | 15-22 | 3 | <p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Will offer range of viewpoints and evaluation eg of position of women in relation to God. May be discussion of women's role in Jewish society.</p> | 5-8 |
| 2 | <p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>There is a basic awareness of social and cultural issues. Might tackle just one incident.</p> | 7-14 | 2 | <p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will display basic evaluation of women's role in Judaism and simple argument of the difference in Jesus' teaching.</p> | 3-4 |

| | | | | | |
|---|--|-----|---|---|-----|
| 1 | <p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Will probably re-tell narrative about incidents such as the conversation with Samaritan woman.</p> | 1-6 | 1 | <p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Candidates may offer simple evaluation of women's role through isolated instances.</p> | 1-2 |
|---|--|-----|---|---|-----|

Unit 3 Specimen Assessment Materials

Paper Reference(s)

XXXX

Edexcel GCE

Religious Studies

Advanced GCE

Unit 3: Developments

XXXday XX XXXX XXXX – Afternoon

Time: 1 hour 45 minutes

Materials required for examination

Answer Book (AB16)

Items included with question papers

Nil

Instructions to Candidates

In the boxes on the Answer Book, write your Centre Number, Candidate Number, your surname, and initials, the paper reference and your signature. The paper reference is shown above.

Answer **THREE** questions

Additional answer sheets may be used

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (20).

There are 18 questions in this question paper.

The total mark for this paper is 120.

Advice to Candidates

You must ensure that your answers to parts of questions are clearly numbered.

You will be assessed on your ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking account of your use of grammar, punctuation and spelling.

The assessment of your answers will be based on your knowledge and understanding of the topic in question(for 60% of the marks) and your evaluative skills (for 40% of the marks).

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Turn over

Answer THREE questions

Philosophy

1. (a) Analyse the key concepts of religious experience as an argument for the existence of God and evaluate the view that this argument supports the probability of the existence of God. (40)

OR

- (b) Examine the major features of the ontological argument for the existence of God. To what extent do the strengths of the argument overcome its weaknesses? (40)

-
2. (a) Compare and contrast reincarnation and immortality of the soul. Consider critically arguments against belief in life after death. (40)

OR

- (b) 'Religious language raises very difficult, if not impossible problems.'
Discuss this statement by examining two of the following: analogy, verification or falsification. (40)
-

Ethics

3. (a) Analyse and evaluate the strengths and weaknesses of deontology. (40)

OR

- (b) 'A study of key ideas of natural moral law will lead to the view that it is of little value as a practical ethic.'

Clarify and assess this claim.

(40)

4. (a) Examine **two** of the following: objectivity; relativism; subjectivism. Consider critically the contributions of one of these to **one** of the following: justice; law or punishment. (40)

OR

- (b) Examine the view that it is more reasonable to separate morality from religion. Discuss this view in relation to emotivism.

(40)

Buddhism

5. (a) Examine the life of Ashoka and the significant features of his work. Discuss the view that Ashoka exemplifies the ideal Buddhist ruler. (40)

OR

- (b) Examine and discuss the development of Buddhism with reference to Zen in China and Zen in Japan. (40)
-

6. (a) Clarify and discuss Buddhist teachings on anatta and nirvana. (40)

OR

- (b) Examine the main features of Buddhist teachings on bodhisattvas. Discuss the view that the bodhisattva ideal signifies that individual enlightenment is an inferior goal. (40)
-

Christianity

7. (a) Examine the teachings of Dietrich Bonhoeffer. To what extent may his teachings be regarded as a reaction to the Nazi government in Germany in the 1930s and 1940s?

(40)

OR

- (b) Examine and explain the factors which led to the emergence of Liberation Theology in Latin America. Analyse and assess the impact of Liberation Theology on the Roman Catholic Church.

(40)

8. (a) Explain and discuss the teaching of two modern scholars concerning the Trinity.

(40)

- (b) Examine the historical development of Christian teaching about atonement and salvation as expressed on the theories of atonement. Explain and discuss the teachings of one modern scholar concerning atonement and salvation.

(40)

Hinduism

9. (a) Examine the contribution of M K Gandhi to the modern development of Hinduism.

Evaluate the view that Gandhi was a mahatma.

(40)

OR

- (b) Examine the context of the modern development of Hinduism and analyse the significance of Ramakrishna and Sri Radhakrishnan. To what extent do these developments amount to a transformation of Hinduism?

(40)

10. (a) Explain the various meanings of dharma. Discuss the view that the term 'Hinduism' may be interchanged with the expression 'Hindu dharma.'

(40)

OR

- (b) Examine the teachings in the set text passages of the Bhagavad Gita on ways to salvation. Discuss the significance of these teachings within Hinduism.

(40)

Islam

11. (a) Examine and consider the problems and achievements faced by the Rightly Guided Caliphs. Examine and consider the problems faced by one modern Islamic state. (40)

OR

- (b) Explain and discuss the view that Islam is characterised by its diversity, with particular reference to the split between the Sunni and Shi'ah Islam. (40)
-

12. (a) Clarify and discuss Islamic beliefs about prophecy, with reference to teaching about revelation and the Qur'an. (40)

OR

- (b) Examine the distinctive emphasis of Sufism. Evaluate the relationship between Sufism and Islamic belief and practice. (40)
-

Judaism

13. (a) Compare, contrast and evaluate the significance of Moses Mendelssohn and Samson Raphael Hirsch in the development of Judaism.

(40)

OR

- (b) The expression ‘Shoah’, meaning calamity and destruction, is an appropriate way of describing the Holocaust. Explain why this statement may be thought of as appropriate and evaluate Jewish responses to this claim.

(40)

14. (a) Analyse the key features of ‘law and authority’ and ‘the covenant people of God’ within Judaism. Discuss the view that these teachings have lost significance for Jews in recent times.

(40)

OR

- (b) Explain the contributions of at least two key people to Chasidism. Consider critically the merits or otherwise of Chasidism within Judaism.

(40)

Sikhism

15. (a) (i) Consider critically the relationship between Sikhism and the Sant tradition. **(24)**

(ii) Evaluate the influence of dispersion on the issue of Sikh identity. **(16)**

OR

(b) (i) Compare and contrast two movements in the development of the Sikh community. **(24)**

(ii) Evaluate the success of the Sikh community in maintaining orthodoxy. **(16)**

16. (a) (i) Analyse the spiritual principles of the Nit Nem. **(24)**

(ii) Discuss the view that, for Sikhs, goodness depends on the Grace of the Guru. **(16)**

OR

(b) (i) Analyse the nature of God as expressed in the Dasam Granth. **(24)**

(ii) Discuss the view that piri is more important than miri in the Sikh way of life. **(16)**

New Testament

17. (a) Explain Jesus' teaching concerning the nature of the Kingdom of God. Evaluate the different views of scholars concerning this teaching.

(40)

OR

- (b) 'The Prologue is the key which unlocks the meaning of the Fourth Gospel.' Examine and evaluate this claim.

(40)

18. (a) 'The religious and political authorities crucified Jesus because they misunderstood him.' Examine and evaluate this claim.

(40)

OR

- (b) 'The accounts of the crucifixion and resurrection are rich in symbolism and are the ultimate expression of God's love for his people.'

Examine and evaluate this claim.

(40)

END

Mark Schemes for Paper 3 Specimen Assessment Materials

GCE Religious Studies

1 (a) Analyse the key concepts of religious experience as an argument for the existence of God and evaluate the view that this argument supports the probability of the existence of God. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question highlighting the role of religious experience as an argument for the existence of God and to present a full development of the content from level 3. Such as an understanding of the type of argument, understanding about its premise, stages and coherence or otherwise of conclusion, scholarly debate and conceptual analysis, issue of alternative interpretations. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the probability of this argument. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates about significant stages in the argument, drawing on scholarly debates so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of evidence that systematically answers the question. The breadth and depth should reflect analysis of key terms, main stages in the argument with attention to key principles such as credulity and testimony, use of analogy, with informed reference to evidence and types of arguments.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the argument focusing on probability, with evidence of weighing up reasons with clarity such as problems with the meaning of key concepts and difficulties with stages in the argument, alternative interpretations and a critical appraisal of these debates.</p> | 9-12 |

| | | | | | |
|---|---|------|---|--|-----|
| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key ideas about the religious experience argument with a limited knowledge of the demands of the question.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify some arguments for and against in a straightforward manner.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Will mention some views and arguments but without clarification.</p> | 1-4 |

GCE Religious Studies

1 (b) Examine the major features of the ontological argument for the existence of God. To what extent do the strengths of the argument overcome its weaknesses? (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question, pinpointing the major features of this argument, and to present a full development of the content from level 3. Such as an understanding of the type of argument, understanding about its premise, stages and coherence or otherwise of conclusion, scholarly debate and conceptual analysis, issue of alternative interpretations. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the respective strengths and weaknesses of this argument. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates about significant stages in the argument, drawing on scholarly debates so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of evidence that systematically answers the question. The breadth and depth should reflect understanding of a priori arguments, analysis of key terms, definition of God, main stages in the argument with attention to key principles such as necessary existence. Candidates may refer in detail to one version or in broader</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view that the strengths overcome its weaknesses, with evidence of weighing up reasons with clarity such as problems with the meaning of key concepts and difficulties with stages in the argument, alternative interpretations and a critical appraisal of these</p> | 9-12 |

| | | | | | |
|---|--|------|---|--|-----|
| | terms to various examples of this argument and either approach is creditworthy. | | | debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas of the ontological argument with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some arguments about strengths and weaknesses in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and arguments but without clarification. | 1-4 |

GCE Religious Studies

2 (a) Compare and contrast reincarnation and immortality of the soul. Consider critically arguments against belief in life after death. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question in order to highlight its comparative thrust and to present a full development of the content from level 3. Such as an understanding of distinctive influence of respective contexts on the meaning of these expressions, including religious and philosophical influences, conceptual analysis and scholarly debates, issue of alternative interpretations of these concepts.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning arguments against belief in life after death. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts, drawing on scholarly debates on alternative viewpoints so as to build up a coherent answer, and using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of evidence that systematically answers this compare and contrast question. The breadth and depth should reflect conceptual analysis, and relevant context to the use of these terms, examining both parallels and different emphases together with significant philosophical principles such as notions of identity and mind-body issues. Proficient use of technical vocabulary.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner, arguments and evidence against life after death, with evidence of weighing up reasons with clarity such as problems with the meaning of key concepts, alternative interpretations for example of personal identity and mind-body problem, and a critical appraisal of these debates.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key ideas about reincarnation and immortality of the soul with a limited knowledge of the demands of the question.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify some arguments against belief in life after death in a straightforward manner.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Will mention some views and arguments but without clarification.</p> | 1-4 |

GCE Religious Studies

2 (b) 'Religious language raises very difficult, if not impossible problems.'

Discuss this statement by examining two of the following: analogy, verification and falsification. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question and to present a full development of the content from level 3 in order to pinpoint the main issues about problems and possible solutions. Such as an understanding of distinctive meanings of these expressions, religious and philosophical influences on the uses of these terms, conceptual analysis and scholarly debates, issue of alternative interpretations of these concepts. Proficient use of technical vocabulary.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the impossible problems of religious language. Candidates will follow through the arguments indicated at level 3 such as a sustained critical analysis of key concepts and debates, drawing on scholarly debates so as to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of reasons and evidence that systematically answers this question concerning substantial problems with religious language. The breadth and depth should reflect conceptual analysis of the two terms selected, and relevant context to the use of these terms, together with significant philosophical principles such as theories of meaning, purposes of religious language etc.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the claim about the problems faced by religious language, with evidence of weighing up arguments and reasons with clarity, such as problems with the meaning of key concepts, alternative interpretations and a critical appraisal of these debates.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key ideas about religious language with a limited knowledge of the demands of the question.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify some arguments about religious language in a straightforward manner.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Will mention some views and arguments but without clarification.</p> | 1-4 |

GCE Religious Studies

3 (a) Analyse and evaluate the strengths and weaknesses of deontology. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to present an extensive account of one or more deontological ethical theories, for example, Kantian Deontology or Natural Moral Law, demonstrating a clear understanding of principles of absolutism, a priori ethics, and moral realism, based on or influenced by perhaps religious views of the world, the concept of duty, morality as accessible to all humans through use of reason. At this level candidates are able to express features of the theory/ies in terms of their strengths and weaknesses whilst maintaining a fluent answer. Case studies, if used, will be used analytically.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to will have offered clear opinions as to the relative weaknesses and strengths of deontology, making use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Candidates are likely to have focused on the key features of one or more deontological approaches to ethics, possibly from the angle of content of the particular theory and with less attention to the conceptual issues arising from a general deontological approach. Case studies will be used more analytically, if at all. Candidates will have attempted to express some features as strong or weak.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to have offered one or more opinions as to the relative strength/weakness of deontological ethical theories.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to have correctly identified a range of key features of a deontological ethical theory but at a limited level in terms of length and depth and with little or no understanding of the broader ethical principles of deontology. Case studies may be used descriptively. Candidates may have made a limited attempt to express key features in terms of strengths and weaknesses.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to express a view regarding the strengths and weaknesses of deontology, coming to a simple conclusion.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Candidates are likely to have identified one or more key features of a deontological ethical theory. Case studies may be used descriptively. Candidates will have made no attempt to express features in terms of strengths and weaknesses.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to have given one or more strengths or weaknesses of deontological theories but with little or no consideration of their relative value.</p> | 1-4 |

GCE Religious Studies

3 (b) 'A study of key ideas of natural moral law will lead to the view that it is of little value as a practical ethic.'

Clarify and assess this claim. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to demonstrate a wide knowledge of Natural Moral Law, with reference to relevant scholars, for example Aquinas, as well as modern contributors to the theory, and have an understanding of Natural Moral Law within the context of ethical theory and principles. They will be able to fluently demonstrate their knowledge of the theory whilst examining ideas of its practical application.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to will have offered clear opinions as to the relative weaknesses and strengths of natural moral law as a practical ethic, making use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Candidates are likely to demonstrate a good knowledge and understanding of the principles of natural law, usually with reference to relevant scholars and make some reference to the place of natural moral law within ethical theory in general. Some attempt made to display this knowledge within a structure that considers the practical application of natural moral law.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to have offered one or more opinions as to the relative strength/weakness of natural moral law with some reference to the notion of its practical application.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to have correctly identified a range of key features of natural moral law but at a limited level in terms of length and depth and with little or no understanding of the broader ethical principles. Case studies may be used descriptively. Candidates may have made a limited attempt to express key features in terms of the practical application of the theory.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to express a view regarding the strengths and weaknesses of natural moral law coming to a simple conclusion, possibly with some reference to the wording of the question.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Candidates are likely to have identified one or more key features of natural moral law. Case studies may be used descriptively. Candidates will have made no attempt to express features in terms of their practical application.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to have given one or more strengths or weaknesses of natural moral law but with little or no consideration of their relative value in terms of practicality.</p> | 1-4 |

GCE Religious Studies

4 (a) Examine two of the following: objectivity; relativism; subjectivism. Consider critically the contributions of one of these to one of the following: justice; law or punishment. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to demonstrate a full knowledge and understanding of the two chosen terms, making reference, where appropriate to relevant scholars, ethical theories, and ways of approaching ethical decision making. Some element of comparison between the chosen terms may be evident. Answers will be well balanced in their consideration of the chosen terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to have demonstrated a clear understanding of how the chosen terms relate to each other and to offer well considered conclusions as to the value of that relationship. Conclusions will be supported by substantiated personal opinion and/or use of scholars.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Candidates will offer a reasonably full knowledge and understanding of terms, with accurate association with ethical theories and some reference to the work of appropriate scholars. Answers are likely to be more focussed around ethical theories which are traditionally characterised by these terms, and some case studies may be used.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to make one or more legitimate connections between the terms chosen and to offer a clear conclusion as to the nature of that relationship drawing on personal opinion or limited use of scholarship.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates will show some knowledge and understanding of these terms in their broader context, but are likely to be dependent on information about ethical theories which may be characterised by these terms. Case studies may be used, with largely descriptive, but relevant value.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to express one or more simple ideas about the chosen terms, based on a simple case study or personal opinion.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Candidates will show some simple knowledge of these terms, expressed almost entirely in terms of the ethical theories studied and with use of descriptive case studied.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to have shown a basic awareness of the terms chosen and make a descriptive link between the two.</p> | 1-4 |

GCE Religious Studies

4 (b) Examine the view that it is more reasonable to separate morality from religion. Discuss this view in relation to emotivism. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to show a full and clear understanding of a range of arguments concerning the relationship between religion and morality and to offer clear reasons, supported by relevant scholarship, for why the view that they are separate may be considered more valid, whilst offering reasons for counter arguments to this claim.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to demonstrate a full understanding of emotivism and of the implications of religious morality for an understanding of the nature and use of ethical language. A substantiated conclusion is likely to be drawn on the basis of personal opinion and relevant scholarship.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Candidates will offer a range of well chosen examples which support the view offered in the question, whilst demonstrating an awareness of alternative views, usually by reference to scholarship or well chosen case studies or textual examples - for example the Bible.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to demonstrate a clear understanding of emotivism and be able to draw a clear conclusion about the relationship between ethical language and religious morality.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to demonstrate an understanding of the dilemma offered in the question and to present a simple range of arguments for and against it.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates will show a simple understanding of emotivism and draw a simple but relevant conclusion as to the relationship between ethical language and religious morality.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Candidates are likely to show a basic awareness of the dilemma raised by the question and offer a basic argument for or against the view offered. Answers are likely to be largely descriptive.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to interpret emotivism in their own terms rather than those of scholars, or make a simple reference to the scholarly basis of the theory. Any conclusion drawn is likely to be personal opinion.</p> | 1-4 |

GCE Religious Studies

5 (a) Examine the life of Ashoka and the significant features of his work. Discuss the view that Ashoka exemplifies the ideal Buddhist ruler. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question highlighting significant features of Ashoka and to present a full development and precise detail of the content from level 3. Such as, views about royal authority, military campaigns, influence of religious traditions, key themes from the Edicts, views of Buddhism and Sangha, details of expansion and formation of Pali Canon. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the status of Ashoka as the ideal Buddhist ruler. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of an overall perspective of Ashoka in terms of influences on him and his effects upon Buddhism. Candidates should assess critical points in his life and work that definitive in answer to this issue such as debatable interpretations of Buddhist dharma and implications of interfaith relationships at that time. Candidates should draw on scholarship as appropriate to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view that Ashoka exemplifies an ideal ruler, such as</p> | 9-12 |

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| | issues such as context to his life and work, significant and distinctive features such as the Edicts, interpretation of Dharma, significant features of his work, spread of Buddhism, proficient use of terms. | | | relationship between private and public beliefs and practices, interpretations of dharma, spread and eventual decline of Buddhism in India. Candidates will weigh up the evidence for and against, clarify problems of interpretation with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about Ashoka with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations and points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

5 (b) Examine and discuss the development of Buddhism with reference to Zen in China and Zen in Japan. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question highlighting significant features concerning developments of Zen in China and Japan. Candidates should present a full development and precise detail of the content from level 3. Such as, distinctive features of Zen in the development of Buddhism, understanding of the impact of selected figures and writings on this development, range of views about selected beliefs and practices including debates within and from without these traditions. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning these distinctive developments of Zen. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of the nature and scope of these movements, their place within earlier forms of Buddhist thought and practice and their influence in more recent developments of Buddhism. Candidates may use scholarship as appropriate to build up a coherent answer, drawing on good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of Zen in China and Japan, key events, personnel and their influences, central ideas and practices and writings, proficient use of terms.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner this type of development in these cultures. For example, debates about this tradition vis-à-vis other developments and also differences within Zen schools themselves concerning both beliefs and practices. Candidates will weigh up the evidence within these discussions</p> | 9-12 |

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| | | | | and clarify problems of interpretation with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about Zen with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations and points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

6 (a) Clarify and discuss Buddhist teachings on anatta and nirvana. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question highlighting significant features of anatta and nirvana, and to present a full development and precise detail of the content from level 3. Such as, views about significance of these terms, intelligent application of set texts, evidence of discrimination of relative importance of some aspects of these terms compared to others, understanding of some of the debates that these terms may stimulate. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning views and debates about anatta and nirvana. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of sceptical questions about anatta from King Milinda and problems discussed about the sense or otherwise of nirvana in the texts. Candidates may draw on scholarship as appropriate to build up a coherent answer, using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of these terms, including closely related concepts, understanding of range of interpretations of their meanings, using the set texts to supplement their material e.g. via analogies, significance of these beliefs within the Dharma and implications for practice and a</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the significance of these anatta and nirvana, for example their contributions to Buddhist thought and practice, an appraisal of debates on the set texts regarding these terms. Candidates will weigh up any discussions and clarify problems of interpretation with a critical appraisal of debates.</p> | 9-12 |

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| | proficient use of terms. | | | | |
| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key ideas about anatta and nirvana with a limited knowledge of the demands of the question.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify some interpretations and points of view in a straightforward manner.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Will identify a few features without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Will mention some views and interpretations but without clarification.</p> | 1-4 |

GCE Religious Studies

6 (b) Examine the main features of Buddhist teachings on bodhisattvas. Discuss the view that the bodhisattva ideal signifies that individual enlightenment is an inferior goal. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question highlighting significant features of Buddhist teachings on the bodhisattva and to present a full development and precise detail of the content from level 3. Such as, background to this doctrine, distinctive Mahayana beliefs that influence this doctrine such as Buddhology, purposes of this doctrine such as ideas about liberation, significant features from a study of the set texts. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the significance of bodhisattvas compared to aspects of Theravada Buddhism. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of arhat/bodhisattva models, different interpretations in a range of Buddhist traditions. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of this doctrine within Mahayana Buddhism, understand the significance of key terms such as skilful means, wisdom and compassion, stages and perfections of the bodhisattva path and refer to specific</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view that the bodhisattva ideal signifies that individual enlightenment is an inferior goal. Candidates will weigh up the evidence for and against, clarify problems of interpretation such as the arhat doctrine, transfer of karmic merit, and status of</p> | 9-12 |

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| | examples of bodhisattvas. Candidates may make effective use of the set texts with proficient use of terms. | | | bodhisattvas in specific Mahayana traditions, with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about bodhisattvas with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations about the distinctive features of this doctrine and points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about the bodhisattvas without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

7 (a) Examine the teachings of Dietrich Bonhoeffer. To what extent may his teachings be regarded as a reaction to the Nazi government in Germany in the 1930s and 1940s? (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to be able to put the teachings in their religious, philosophical and social context. Explaining for example, the possible roots of Bonhoeffer's teaching about religionless Christianity in Barth's work and the ways in which it was interpreted/misinterpreted by later theologians.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a discussion of other factors which may have influenced Bonhoeffer's work pointing out that much of his work is undeveloped.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will be able to explain a range of teachings, about grace, the world come of age, religionless Christianity and Jesus the man for others. The explanations of Bonhoeffer's teaching will be accurate.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to look at other factors which influenced Bonhoeffer's work, for example, Karl Barth, his work in America and in London and increasing secularisation.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be able to explain one or two of the teachings in sufficient detail, for example religionless Christianity means Christianity without the external rituals.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to make simple statements about the influence of the circumstances on Bonhoeffer's work, for example, that his teaching about grace and religionless Christianity resulted from his observations of the German Christian Movement.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Will mention the names of some of the teachings, for example, religionless Christianity and the world come of age, but the explanations are likely to be muddled.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to give factual details of Bonhoeffer's resistance to the Nazis.</p> | 1-4 |

GCE Religious Studies

7 (b) Examine and explain the factors which led to the emergence of Liberation Theology in Latin America. Analyse and assess the impact of Liberation Theology on the Roman Catholic Church. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to consider a full range of factors including social and political theology: Bonhoeffer and Moltmann and the use of Marxist analysis.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a discussion of salvation and the nature of the Church in Liberation Theology and the teaching of the Roman Catholic Church. Candidates should be aware that this is an ongoing issue.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Candidates are to discuss the social teaching of the Roman Catholic Church in the 1960s, the Pastoral Conferences and the influence of individuals such as Gustavo Gutiérrez.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates are likely to compare the success of the base communities and the strength of Roman Catholicism in South America with the official statements made by Ratzinger when Prefect for the Congregation for the Doctrine of the Faith. Candidates will make some attempt to explain the official statements.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to mention factors such as the spread of Roman Catholicism in Latin America, the shortage of priests, the base communities and New Testament teaching.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates will develop the statements made explaining, for example, why the use of Marxist analysis is unacceptable to many Catholics.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Candidates are likely to discuss the issues of poverty and oppression in Latin America.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to make simple statements: that Liberation Theology has increased the influence of Roman Catholicism in Latin America; that Liberation Theology had been criticised for the use of Marxist analysis.</p> | 1-4 |

GCE Religious Studies

8 (a) Explain and discuss the teaching of two modern scholars concerning the Trinity. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to give a full explanation of the teaching of two scholars putting the teaching about the Trinity in the wider context of the scholar's teaching, for example, explaining how Barth's teaching about the Trinity fits with Barth's teaching about the nature of humanity.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a discussion of the views of other scholars on Barth's Trinitarian teaching, for example, Gunton; Webster and Torrance.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Candidates will explain the ideas in greater depth, for example, how the interpretation of revelation as revelation must be the work of God in Barth's teaching.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates will make some attempt to comment on the teaching, for example that some scholars have said that Barth's teaching is modalistic, explaining the meaning of the term.</p> | 9-12 |
| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to outline the work of the scholars giving the essential details, for example, Barth understands God as the revealing God, the self revelation of God and the revealedness of God.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to develop simple arguments: that Barth's teaching does not give an equal place to the Spirit compared with the traditional teachings.</p> | 5-8 |

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| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Candidates are likely to give a very brief outline of the work of two modern scholars in terms which are generally true.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Candidates are likely to make simple comments about the teachings. For example, that Barth's teaching does not use the terms of the traditional teaching.</p> | 1-4 |
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GCE Religious Studies

8 (b) Examine the historical development of Christian teaching about atonement and salvation as expressed on the theories of atonement. Explain and discuss the teaching of one modern scholar concerning atonement and salvation. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to give examples of teaching across the range of Christian ideas. The candidates should be able to explain the significant differences between the teachings Candidates will, for example, be able to place Aulen's work in the context of other Christian teaching about the atonement, early Christian teaching, Luther's teaching.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include an analysis of Aulen's teaching in the context of Christian teaching including, for example, the way in which the traditional teaching of the resurrection as a victory over death and the existence of a personal devil had fallen out of favour after the Enlightenment.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will be able to explain at least three of the theories, for example, ransom, sacrifice and satisfaction, clearly and accurately. Candidates will, for example, explain the difficulties posed by the idea of powers of evil in Aulen's teaching.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will, for example, discuss the Christus Victor in the wider context of Christian teaching using the teachings explained in AO1 to support the statements made.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will be able to name at least two of the theories and be able to explain their meaning. The candidates will be able to explain the main points of Aulen's teaching, for example Christ as the victor over death and Aulen's claim that his was a classic theory of atonement.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will, for example, develop the idea that in the context in which Aulen was writing the idea of a power of evil was attractive to many.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Will be able to name one or two of the theories such as the ransom theory and the satisfaction theory and give a outline of the teaching contained in the theory. The candidates are likely to name one modern scholar for example, Aulen, and give a brief summary of his teaching.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Will, for example, mention the problem of the idea of powers of evil in the modern world.</p> | 1-4 |

GCE Religious Studies

9 (a) Examine the contribution of M K Gandhi to the modern development of Hinduism. Evaluate the view that Gandhi was a mahatma. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question highlighting significant features about Gandhi's contributions to modern development of India and to present a full development and precise detail of the content from level 3. Such as, the range of his impact reflecting various Hindu traditions with analysis of specific contributions such as the status given to ahimsa, highlighting distinctive points such as his role in Indian politics and the types of Hindu culture he represented together with an understanding of different attitudes towards him. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the significance of ascribing Gandhi as a mahatma. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of this perspective on the significance of Gandhi within the context of this belief about mahatma in Hindu traditions and his standing on the broader political front. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues so that any biographical material is adapted to Gandhi's influence. Candidates may focus on his context and background, search for truth, impact of dharma on his</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view of Gandhi as mahatma. Candidates need to clarify the term and its significance such as its context. Candidates will weigh up the evidence for and against, such as his appeal to a range of Hindu</p> | 9-12 |

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| | views, non-violence, importance of welfare for all, political beliefs, equality and justice including the harijans. Candidates should focus this type of material on Gandhi's contributions to the modern development of Hinduism. | | | traditions, his stature as a religious and political leader. This may be compared to evidence of failures and opposition to teachings and methods both within and from outside of India, with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about Gandhi with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations about Gandhi as mahatma in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about Gandhi without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

9 (b) Examine the context of the modern development of Hinduism and analyse the significance of Ramakrishna and Sri Radhakrishnan. To what extent do these developments amount to a transformation of Hinduism? (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question concerning the context of the modern of Hinduism analysing the significance of these two figures, and to present a full development and precise detail of the content from level 3. Such as, key features in the development of Hinduism at this time, their distinctive contributions and particular issues associated with their teachings, practices and later influences. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the interpretation that this period was a transformation of Hinduism. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of their respective influences and what these may have a mounted to in an assessment Hinduism at this time. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of the modern development of Hinduism such as political and social changes, range of religious traditions, European influences. Any biographical</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view that these developments amount to a transformation of Hinduism and this may include a discussion about transformation/ renaissance/reformation etc. Candidates will weigh up the evidence for and</p> | 9-12 |

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| | material should be selected so as to focus on the question; significance given to certain scriptures, doctrines and practices and their respective influences. | | | against, clarify problems of interpretation such as the variegated nature of Hindu traditions, including debates about criticisms and contentious features of their ideas and practices, with an appraisal of their influences, with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about context of modern development of Hinduism with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations about the nature of these changes in Hinduism and some points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about Ramakrishna and Sri Radhakrishnan without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

10 (a) Explain the various meanings of dharma. Discuss the view that the term 'Hinduism' may be interchanged with the expression 'Hindu dharma.' (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question highlighting range of meanings and significance of dharma, and to present a full development and precise detail of the content from level 3. Such as, background to this doctrine, significant features from a study of the set texts, variegated breadth of interpretations, analysis of specific illustrations from the texts and the ways dharma permeates Hindu thought and practice. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the significance of interchanging Hinduism with Hindu dharma. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis different interpretations of the key terms and of the supposed distinctive features of Hinduism such as eternal orderliness, moral way of life, bhakti etc. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as cosmic significance of right orderliness for all, right morals with beliefs about wrong deeds and merit, implications for a range of factors such as social issues,</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view that Hinduism may be interchanged with 'Hindu dharma' noting that some candidates may discuss this in relation to sanatana dharma. Candidates will weigh up the evidence for and against, clarify problems of</p> | 9-12 |

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| | employment, family relationships, custom, devotion and ritual and significance for liberation. Candidates may make effective use of the set texts with proficient use of terms. | | | interpretation such as diversity between Hindu traditions, the differences between eternal law and relative duties. Candidates may discuss the way this applies to all beings, characteristic virtues associated with dharma, a critical appraisal of debates such as the basis of Hinduism as being eternal rather than an historical development. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about dharma with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations about the significance of dharma and points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about dharma without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations about dharma but without clarification. | 1-4 |

GCE Religious Studies

10 (b) Examine the teachings in the set text passages of the Bhagavad Gita on ways to salvation. Discuss the significance of these teachings within Hinduism. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question highlighting significant features of this text and its teachings on salvation, and to present a full development and precise detail of the content from level 3. Such as, status of this text within Hindu traditions, background to beliefs about salvation, significant features about ways to salvation from a study of the set texts. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the significance of these teachings within Hinduism. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of the distinctive contributions of the Bhagavad Gita. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question focusing on the teachings on ways to salvation in the Bhagavad Gita. The breadth and depth should reflect main issues such as context of this text within Hindu traditions, ideas about ways of enlightenment, jnana, karma, bhakti-yoga, focus on avatars and Krishna, significance of duties and warfare. Candidates should make</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the significance of these teachings, in this source, on ways to salvation within Hinduism. Candidates will debate the relative importance of different ways to salvation, looking at evidence why for example bhakti may be pre-eminent and/or the way of karma and renunciation and/or jnana and links with yoga,</p> | 9-12 |

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| | effective use of the set texts with proficient use of terms. | | | including a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about the Bhagavad Gita with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations about the significant features of these teachings and points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about the Bhagavad Gita without evidence of understanding its significant teaching. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations about the Bhagavad Gita but without clarification. | 1-4 |

GCE Religious Studies

11 (a) Examine and consider the problems and achievements faced by the Rightly Guided Caliphs. Examine and consider the problems faced by one modern Islamic state. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question ranging across the Rightly Guided Caliphs with a focus on their problems and achievements, plus the major problems faced by one modern Islamic state. Candidates should present a full development and precise detail of the content from level 3 with an ability to identify key issues and to highlight specific detail in order to substantiate their analysis. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the success or otherwise of these Caliphs and the nature of modern problems for an Islamic state. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of key periods and figures in the development of Islam and its key features in dealing with problems in the modern world. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of the period of these Caliphs including issues of succession, interpretations of authority, issues raised by the spread of Islam, may be reference to</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the problems and achievements of these Caliphs and consider the problems in one modern Islamic state. Candidates will debate issues related to about authority and rightful succession, criticisms and contentious</p> | 9-12 |

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| | specific figures to illustrate both problems and achievements. Important for candidates to specify the state rather than a generalised account of Islam in the contemporary world. Material could include political and economic changes, relationship with secular cultures and other faiths, range of different Muslim groups. | | | features of the development of Islam, evaluation of different responses to problems in modern world, and appraisal of these actions such as innovation or preservation etc. with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about the Rightly Guided Caliphs and a modern Islamic state with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some views about the Rightly Guided Caliphs and one modern Islamic state in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about the 3 Rightly Guided Caliphs and a modern Islamic state without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

11 (b) Explain and discuss the view that Islam is characterised by its diversity, with particular reference to the split between Sunni and Shi'ah Islam. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question concerning diversity within Islam with reference to Sunni and Shi'ah Islam. Candidates should analyse the significance of the historic division, and to present a full development and precise detail of the content from level 3, such as, extent and nature of divisions including binding links. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning diversity within Islam including the legitimacy of this description. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of the complex nature of different views on authority, leadership, beliefs and practices, evidence of cohesion across different traditions. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of the division between the two traditions, differing views about authority, leadership,</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view that Islam is characterised by diversity, using as a case study Sunni and Shi'ah Islam. Candidates will weigh up the evidence and its complexities, in terms of</p> | 9-12 |

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| | Qur'an, differences in beliefs for example predestination, interpretations about umma and practice etc. | | | differences and binding links, including debates with a critical appraisal. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about diversity focusing on Sunni and Shi'ah Islam with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations about divisions within Islam and some points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about Sunni and Shi'ah Islam but without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

12 (a) Clarify and discuss Islamic beliefs about prophecy, with reference to teaching about revelation and the Qur'an. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question concerning the range of beliefs concerning prophecy, revelation and the Qur'an. Analysing the significance of these beliefs within Islam, and to present a full development and precise detail of the content from level 3, such as distinctive teachings about these beliefs and their status and influence within Islam. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the significance and interpretations of these key beliefs. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of God's revelation and its authority, highlighting why the Qur'an and Muhammad are so pivotal in Islam. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as idea of messenger, ambassador, linking in with 'punishment stories concerning God's message and persecution and the action of God. Status of Abraham and Moses, view of Muhammad as prophet including the seal of the prophets, links to Islamic beliefs, and significance of</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the significant beliefs about prophecy in the context of Islamic notions about revelation and the status of the Qur'an. Candidates will clarify issues such as equality and differentiation between prophets and the grounds for this, nature of infallibility of Qur'an, including debates about place of authority within</p> | 9-12 |

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| | revelation of Qur'an and its authority in belief and practice. Could be useful reference to relevant material from the set suras. | | | Islam, relationship with other faiths, significance for practice, with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about prophecy, with reference to teachings on revelation and the Qur'an with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations about prophecy, revelation and the Qur'an, some points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about prophecy and revelation but without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

12 (b) Examine the distinctive emphasis of Sufism. Evaluate the relationship between Sufism and Islamic belief and practice. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question concerning the distinctive emphases of Sufism, and to present a full development and precise detail of the content from level 3. Such as, key features of mysticism, reasons for its growth and appeal, complexities of its developments and range of types of Sufism in different countries, including evidence of why its features would attract criticisms. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the nature and significance of the relationship between Sufism and Islamic belief and practice. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of mysticism and dualism. An example could be the influence of Al-Ghazali and a synthesis between Sufism and Sunni Islam. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of the origins of Sufism and selected key figures and founders of various orders and importance of master-pupil relationship, analysis of selected beliefs such as union with God and dualism, range of ritual and</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the complexities of the relationship between Sufism and Islamic beliefs and practice. Candidates clarify problems of interpretation such as status of founders and their influence on beliefs and practice such as a dualist philosophy, including debates about criticisms</p> | 9-12 |

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| | practices such as asceticism. | | | and contentious features of their ideas and practices including union with God, with an appraisal of their influences, with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about Sufism with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some opinions about the relationship between Sufism and Islamic belief and practice and some points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about Sufism without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

13 (a) Compare, contrast and evaluate the significance of Moses Mendelssohn and Samson Raphael Hirsch in the development of Judaism. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the comparative demands of the question, analysing the differences of their significance and to present a full development and precise detail of the content from level 3. Such as, key features of their contributions in selected contexts within Judaism noting substantial differences and any significant parallels together with evidence and reason for these, highlighting issues about Orthodox and Reform Judaism respectively. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning a comparative study of the respective significance of these two figures in the development of Judaism. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of their place in Orthodox and Reform traditions. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers this 'compare and contrast' question. The breadth and depth should reflect a comparative study of their respective backgrounds including religious, social and political issues, attention to their respective teachings and distinctive features, including their influence.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner a comparative study of Moses Mendelssohn and Samson Raphael Hirsch. Candidates will weigh up the nature and extent of differences including debates between their ideas and practices, with an appraisal of their influences within different traditions, with a critical</p> | 9-12 |

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| | | | | appraisal of debates. | |
| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will select some key ideas about Moses Mendelssohn and Samson Raphael Hirsch with a limited knowledge of the demands of the question.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will clarify some arguments between the teachings of these figures and some points of view in a straightforward manner.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Will identify a few features about these two figures, but without evidence of understanding their significance.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Will mention some views about these two figures but without clarification.</p> | 1-4 |

GCE Religious Studies

13 (b) The expression 'Shoah', meaning calamity and destruction, is an appropriate way of describing the Holocaust. Explain why this statement may be thought of as appropriate and evaluate Jewish responses to this claim. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question concerning the description of the Holocaust as 'Shoah'. Candidates should analyse the significance of the term in terms of its context and meanings, and to present a full development and precise detail of the content from level 3. Such as, key features the accuracy of this interpretation alongside a range of other accounts. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the appropriateness of using 'Shoah' in this context. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of the notions of calamity and destruction. Implications of related and alternative descriptions such as the establishment of the state of Israel, theological implications such as the absence of God, notions of punishment. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues, such as selected historical material closely relevant</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view that it is appropriate to describe the Holocaust as 'Shoah'. Candidates will weigh up the evidence for and</p> | 9-12 |

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| | to the question, the significance of the Holocaust for Jews, focusing on the image of 'shoah' and its importance as the final solution, with implications for the chosen people. Various additional interpretations may be examined, such as punishment and resurrection. | | | against, clarify problems of interpretation such as a range of theological views about the Holocaust. There may be conceptions about the role of the Jewish people including debates about human depravity and alternative interpretations such a suffering servant figure, debates about messianic movements with a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key ideas about attempts to describe the Holocaust with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some interpretations of the Holocaust and some points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about the Holocaust without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views and interpretations but without clarification. | 1-4 |

GCE Religious Studies

14 (a) Analyse the key features of 'law and authority' and 'the covenant people of God' within Judaism. Discuss the view that these teachings have lost significance for Jews in recent times. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question analysing key features of these key terms and beliefs, and to present a full development and precise detail of the content from level 3. Such as, highlighting key features of their meanings, and exposition from across a range of relevant set texts and drawing out different interpretations across different traditions and possible implications for ideas and practice. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the loss of significance of these beliefs in recent times. Candidates will follow through the views at level 3 such as a sustained critical analysis of different evidence from across different traditions with reasons why the view in the question may or may not be accurate. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as the main context of their uses, implications for belief and practice across different traditions, supported by example from the set texts. May be approached from a range of historical and textual material</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the view that these teachings have lost significance for Jews in recent times. Candidates will weigh up the evidence for and against, including debates across different traditions, with an appraisal of their contemporary significance, including implications for practice, with</p> | 9-12 |

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| | or a focused study on a part of the set text drawing out principles. | | | a critical appraisal of debates. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key features about law, authority and covenant people of God with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some views about these teachings having lost their significance and some points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about these teachings without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views but without clarification. | 1-4 |

GCE Religious Studies

14 (b) Explain the contributions of at least two key people to Chasidism. Consider critically the merits or otherwise of Chasidism within Judaism. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to have a consistent focus on the demands of the question explaining the contributions of at least two key people to Chasidism. Candidates should present a full development and precise detail of the content from level 3 such as, evidence and reasons for their contributions which may involve an examination of their background and subsequent influence, drawing out what may be distinctive in their lives, teachings, practices and influence. Proficient use of technical terms.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include a clear understanding of the evaluative demands of the question concerning the merits or otherwise of Chasidism within Judaism. Candidates will follow through the interpretations and views at level 3 such as a sustained critical analysis of theological controversies, differences about authority and practice using relevant exemplar material. Candidates may draw on scholarship as appropriate to build up a coherent answer using good technical vocabulary. Candidates will be credited with a variety of responses, provided the evidence and reasons are sound.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will select a range of material that systematically answers the question. The breadth and depth should reflect main issues such as context of the figures selected, their key teachings, such as oneness with God and quest for holiness, practices, worship and rituals, focusing on spiritual growth, their writings and respective influence</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Will evaluate in a purposeful manner the merits or otherwise of Chasidism within Judaism. Candidates will weigh up the evidence for and against, clarify debates about their ideas and practices, such as notions of immanence, mysticism, asceticism, with an appraisal of their influences, including issues</p> | 9-12 |

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| | within Chasidism. | | | about the authority of rebbes, with a critical appraisal of debates among other Jewish traditions. | |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will select some key people in Chasidism with a limited knowledge of the demands of the question. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will clarify some views about the merits of Chasidism some points of view in a straightforward manner. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Will identify a few features about Chasidism without evidence of understanding their significance. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will mention some views about Chasidism but without clarification. | 1-4 |

GCE Religious Studies

15 (a) (i) Consider critically the relationship between Sikhism and the Sant tradition. (24)

(ii) Evaluate the influence of dispersion on the issue of Sikh identity. (16)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to give a clear exposition of the Sant tradition in its wider context in the Indian sub-continent, and relate it specifically to trends within the origins of Sikhism. This should be followed through with a consideration of its impact on the later development of Sikhism, including its contemporary influence. Reference will be made to the arguments of such scholars as McLeod and the contrasting views held within the Sikh community emphasising the uniqueness of Sikhism.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>An evaluation is likely to draw widely on discussions between scholars and adherents about the issue of identity within Sikhism, drawing for example on the extensive arguments of McLeod about diversity within the community. They will also consider how far dispersion has affected this debate, for example in relation to following a spiritual path detached from its geographical roots and influenced by other cultures, leading to a balanced conclusion.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Answers are likely to show some understanding of the Sant tradition and relate it to the development of Sikhism. They will typically trace common factors, such as the influence of spiritual teachers, and should show a basic awareness of scholarly views.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Answers are likely to engage with some of the issues about both identity and dispersion, showing some awareness of scholarly and community opinion, with an attempt to draw a conclusion based on a consideration of both factors.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Answers will typically show clear awareness of the issue raised about the possible relationship between the two, but are likely to offer more basic reasons for any perceived similarities, differences or common ground.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Answers will typically refer to both elements of the argument, with an awareness of some basic issues, and an understanding of some factors which affect them, leading to a basic conclusion.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Answers will refer to examples of possible common ground and differences between the two, considered at a basic level.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Typically, answers will show a limited awareness of at least one of the issues raised, and factors which might affect it.</p> | 1-4 |

GCE Religious Studies

15 (b) (i) Compare and contrast two movements in the development of the Sikh community. (24)

(ii) Evaluate the success of the Sikh community in maintaining orthodoxy. (16)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Any two movements may be selected, though the most likely will be the Namdharis, the Nirankaris or the Singh Sabha movements. Candidates will show a detailed knowledge of the distinctive features and emphases of each, as well as their common ground, as the basis for comparison. They will support their views with reference to such scholars as Cole and Sambhi, and McLeod.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will show understanding of various ways in which the community has dealt with diversity and attempted to establish orthodoxy in both belief and practice. This will include reference to scholarly discussion and to such factors as the establishment of the SGPC, and codes of discipline, including ways of dealing with patits. They will use this discussion as the basis for evaluating the success or otherwise of establishing orthodoxy, leading to a balanced conclusion.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Answers will typically show accurate knowledge of aspects of each tradition, including the identification of some key features, as a basis for setting out elements of comparison and contrast. They will also show some awareness of scholarly opinion.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Answers will typically refer to particular examples of diversity and orthodoxy within the Sikh community. They will show some awareness of the discussion of scholars, and of particular attempts to impose and sustain orthodoxy, and refer to arguments which support or oppose the idea that these attempts have been successful.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Answers are likely to refer to some distinctive features of two traditions, with a basic attempt to draw out some points of comparison or contrast.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Answers will typically show some understanding of the concept of orthodoxy, and of ways in which the community has tried to establish and sustain it.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Answers are likely to refer in general terms to features of two movements, with limited or isolated examples of distinctiveness or similarity.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Answers are likely to refer to isolated examples of orthodoxy, with limited discussion of attempts to impose it on the community.</p> | 1-4 |

GCE Religious Studies

- 16 (a) (i) Analyse the spiritual principles of the Nit Nem. (24)
(ii) Discuss the view that, for Sikhs, goodness depends on the Grace of the Guru. (16)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates will refer directly to the passages and prayers and show a clear understanding of a selection of key ideas relating to the nature of God and the practice of meditation on the divine name. They will place these in the context of an analysis of such principles as listening to the Word and rejecting meaningless rituals. They will show how the regular discipline associated with the use of the Nit Nem is designed to bring the devotee closer to God. They will use sources such as Cole & Sambhi (Ch. On Sikh religious thought) to illuminate their answers.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will show a clear and concise understanding of the concept of Grace as used in Sikhism, and of the use of the term Guru in this context. They will use this as the basis for discussing the relationship between personal effort and devotion, and the spiritual energy which makes this possible, using relevant examples. They will base their conclusion on this discussion.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Answers are likely to show a sound knowledge of the Nit Nem, and familiarity with some of the key principles. They will also be able to link them with the process of meditation on God, and be aware of discussions about how the devotee may relate to God.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Answers are likely to demonstrate a working understanding of the key ideas and concepts, and of the issue raised in the task. They may illustrate this with examples and attempt to draw conclusions from it.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Answers will typically show a general understanding of the concept of 'spiritual principles' by referring to some examples contained in the Nit Nem.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Answers will typically recognise the issue for discussion, and offer some general points in support of their argument.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Answers are likely to refer to a limited range of principles with a basic understanding of their meaning and application.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Answers are likely to refer to some aspects of the issue, though with limited understanding of how one aspect may depend on another.</p> | 1-4 |

GCE Religious Studies

16 (b) (i) Analyse the nature of God as expressed in the Dasam Granth. (24)
 (ii) Discuss the view that piri is more important than miri in the Sikh way of life. (16)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates will show a detailed and accurate knowledge of the set text, and will select some good examples of underlying principles, such as the eternity and creativity of God. An analysis will place these principles in the wider context of the Sikh understanding of God, drawing on suitable discussions by scholars about, for example, the distinctiveness of the Sikh view.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates will offer a concise and clear exposition of the concepts and of the issue raised in the task. They are likely to set this in the context of the orthodox view that the two principles are intended to be balanced and complementary in the Sikh way of life. They may illustrate these ideas with examples and refer to the set texts. They may also use examples from history or today of where the balance appears to have been disturbed, in order to draw a conclusion.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Answers are likely to select appropriate teachings, give an accurate explanation of their meaning for Sikhs and make some attempt to place them in a wider context, with some reference to scholarly opinion.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>Answers are likely to show a clear awareness of the issue and to illustrate the principle of balance in Sikh teaching. They may illustrate their understanding by reference to examples, with an attempt to offer a balanced conclusion.</p> | 9-12 |

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| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Answers will typically refer to more general Sikh beliefs about God, such as those expressed in the Mool Mantar, with a basic understanding of their importance for Sikh belief.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Answers will show a clear understanding of the meaning of the terms and awareness of the principle of balance, but with limited discussion of the issue about their relative importance.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Answers are likely to use isolated examples of Sikh teaching about God, with a limited attempt to analyse their meaning or significance.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Answers are likely to show a basic knowledge of the meaning of the terms, with a limited attempt at dealing with the issue raised.</p> | 1-4 |

GCE Religious Studies

17 (a) Explain Jesus' teaching concerning the nature of the Kingdom of God and evaluate the different views of scholars concerning this teaching. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to give emphasis on teaching. Important issues include realised and future eschatology.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include discussion on conflicting views of scholars on nature of eschatology.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will be likely to provide examples such as the Parable of the Great Banquet and will deal with basic teachings of the kingdom. Technical terms may include salvation, atonement and forgiveness.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>May include argument concerning the nature of the kingdom and aspects of Jesus' teaching on judgement.</p> | 9-12 |
| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>There is a basic awareness of issues concerning coming of the kingdom such as judgement and justice. Might tackle just one aspect.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will probably involve re-telling of kingdom parables and simple evaluation of teaching.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Refer to eg. the mustard seed and the sower.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Will show basic understanding of teaching.</p> | 1-4 |

GCE Religious Studies

17 (b) 'The Prologue is the key which unlocks the meaning of the Fourth Gospel.' Examine and evaluate this claim. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|---|-------|-------|--|-------|
| 4 | <i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i> Candidates need to give emphasis on teaching. Important issues include Jesus as God incarnate. | 19-24 | 4 | <i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i> Is likely to include discussion on conflicting views of scholars on nature of logos. | 13-16 |
| 3 | <i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i> Will be likely to provide examples such wisdom, light/dark, born again. Technical terms may include salvation, atonement and forgiveness. | 13-18 | 3 | <i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i> Will probably include argument concerning the person of Jesus and relationship to God. | 9-12 |
| 2 | <i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i> There is a basic awareness of issues concerning nature of Jesus, creation and the Spirit. Might tackle just one aspect. | 7-12 | 2 | <i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i> Will probably involve re-telling of prologue with simple evaluation of issues such as sin and creation. | 5-8 |
| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Likely re-telling of Prologue narrative. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will show basic understanding of teaching. | 1-4 |

GCE Religious Studies

18 (a) 'The religious and political authorities crucified Jesus because they misunderstood him.' Examine and evaluate this claim. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|---|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to give emphasis to important issues including authority, expediency, symbolism.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include discussion on conflicting views of scholars on why the authorities acted as they did, for example expediency.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will be likely to provide examples such as Sabbath controversies and temple market. Technical terms may include salvation, obedience and forgiveness.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>May include argument concerning the nature of the conflict and reasons behind it - obedience, blasphemy, Son of God.</p> | 9-12 |
| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>There is a basic awareness of issues concerning conflict such as Law of Moses, false prophet, judgement and justice. Might tackle just one aspect.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will probably involve re-telling of incidents and brief comment eg blasphemy.</p> | 5-8 |

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| 1 | <i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i> Re-telling of incidents eg. blind man. | 1-6 | 1 | <i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i> Will show basic understanding of conflict. | 1-4 |
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GCE Religious Studies

18 (b) 'The accounts of the crucifixion and resurrection are rich in symbolism and are the ultimate expression of God's love for his people.'
Examine and evaluate this claim. (40)

| Level | AO1 | Marks | Level | AO2 | Marks |
|-------|--|-------|-------|--|-------|
| 4 | <p><i>A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.</i></p> <p>Candidates need to give emphasis on important issues such as atonement, sacrifice, sin and reconciliation.</p> | 19-24 | 4 | <p><i>A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Is likely to include discussion on views of scholars on nature of God's love and eschatology.</p> | 13-16 |
| 3 | <p><i>A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.</i></p> <p>Will be likely to provide examples such as breaking legs, dividing clothes, Passover symbolism. Technical terms may include salvation, atonement and forgiveness.</p> | 13-18 | 3 | <p><i>A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.</i></p> <p>May include argument concerning reasons for death and resurrection and aspects of symbolism and meaning such as future hope, new life, born again.</p> | 9-12 |
| 2 | <p><i>A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>There is a basic awareness of issues concerning the crucifixion and resurrection with notions such as justice, sin and sacrifice. Might tackle just one aspect.</p> | 7-12 | 2 | <p><i>Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Will probably involve re-telling of textual narrative and simple evaluation of meaning.</p> | 5-8 |
| 1 | <p><i>Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.</i></p> <p>Re-telling of crucifixion narrative.</p> | 1-6 | 1 | <p><i>An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.</i></p> <p>Will show basic understanding of meaning.</p> | 1-4 |

Unit 4 Specimen Assessment Materials

Paper Reference(s)

XXXX

Edexcel GCSE

Religious Studies

Advanced GCE

Unit 4: Implications

xxxday xx xxxxx – Afternoon

Time: 1 hours 15 minutes

Materials required for examination

Answer Book (AB16)

Items included with question papers

Nil

Instructions to Candidates

In the boxes on the answer book, write your centre number, candidate number, your surname and initials, the paper reference and your signature. The paper reference is shown above.

Answer ONE question.

Additional answer sheets may be used.

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: eg (20).

There are 9 questions in this question paper.

The total mark for this paper is 40.

Advice to Candidates

You must ensure that your answers to parts of questions are clearly numbered.

You will be assessed on your ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking account of your use of grammar, punctuation and spelling.

The assessment of your answers will be based on your knowledge and understanding of the topic in question (for 60% of the marks) and your evaluative skills (for 40% of the marks).

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Turn over

Question 1 – Philosophy of Religion

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

Why all this talk about arguing from religious experience? someone may be asking. 'If you really experience God you don't have to argue, you *know* he's real, and that's all there is to it.' So if we are trying to do justice to the varieties of religious experience, we must take very seriously this particular type, the sense of knowledge arising out of inner conviction.

It is a risky business, of course, to claim to know something and to act as though one knows for sure, if one can't give much by way of reasons for one's claim. People have claimed to 'just *know*' (as they put it) all sorts of things. Even the most irrational and misguided things have been said and done at times with apparent certainty and complete conviction by tyrants and dictators, and by ordinary people confused by ignorance or blinded by prejudice. To have no doubts at all about one's beliefs may sometimes be more a symptom of insanity or arrogant irresponsibility than of sound thinking. Yet believers, aware of all these risks, may still feel they have a right to say they know because they experience God's reality for themselves.

From Donovan P *Can we know God by experience?* in
Davies B (ed) – *Philosophy of Religion: a guide and anthology* (OUP, 2000) p370

Question 2 - Ethics

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

We can develop neither the moral knowledge nor empathy crucial for an impartial morality unless we have been in intimate relationships. Someone reared by uncaring parents, who never established close personal ties with others will simply not know how to look after or promote the interests of either intimates or strangers. No one knows how to do mathematics or to play football without acquaintance with the discipline or the game. Likewise, no one knows how to consider the interests of others unless they have been in an intimate relationship.

The same would be true generally of efforts to promote the interests of others. Most of us learn how to discern the needs of others within our families: our parents comforted us when we were hurt; they laughed with us when we were happy. Eventually, we learned to be concerned about them.

Though I expect we may have some biologically inherited sympathetic tendencies, these will not be developed adequately unless others have cared for us and we have cared for them. If we are not motivated to promote the needs of our families or friends, how can we be motivated to promote the needs of a stranger?

On the other hand, if we develop empathy toward our friends, we will be inclined to generalize it to others. We become so vividly aware of our intimate's needs that we are willing to help them even when it is difficult to do so. But since empathy is often non-specific, we will be likewise inclined to 'feel' pain in acquaintances and strangers. Having felt it, we are more likely to do something about it.

From LaFollette H – *Personal Relationships* in
Singer P (ed) – *A Companion to Ethics* (Blackwell, 2004)

Question 3 - Buddhism

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

Philosophically, the first prerequisite for a system of ethics, according to the Buddha, is the notion of free will, secondly the distinction between good and bad, and thirdly the notion of causation in relation to moral action. The third concept, as indicating the good and bad consequences of actions which can be morally assessed, is also related to a specifically Buddhist notion, survival after death.

Of these, the most crucial concept necessary for the evaluation of human action is the notion of *kamma*, based on the notion of moral causation. The Pali term *kamma* is used to refer to volitional acts which are expressed by *thought*, *speech* and *bodily action*. The oft quoted statement 'I call the motive to be the deed' provides a focus for the evaluation of human action from a moral point of view. Volitional acts which come within the purview of moral evaluation can be good, bad or neutral, and could also be of a mixed nature.

When we evaluate an action, we can look at its genesis. If the action has had as its roots greed, hatred and delusion, it is an unwholesome or bad action, and if it was generated by the opposite roots of liberality, compassionate love and wisdom, it is a good action. But we have also to see its consequences to others as well as to oneself, as they also play a part in moral evaluation.

From De Siva P – *Buddhist Ethics* in 'Great Ethical Traditions' from Part 2 of
Singer P (ed) – *A Companion to Ethics* (Blackwell, 2001) p60-61

Question 4 - Christianity

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

Whilst Religious communities still flourish, they are rarely advocated today, even by their members... Still another way is to make a sharp separation between the realm of love in the church and the stern realm of justice and order in the world, or to say that the purpose of Jesus' radical ethic is to convict us of sin and prevent the development of spiritual pride. None of these attempts will do. The radical elements in Jesus' ethic are an authentic corollary of the radical stance of the kingdom of God, calling us past the necessary struggles with justice to a fuller realization of love. It is the more challenging because the more serious sins feed on moral achievements not on the more coarse and flamboyant ones. Both with individuals and collectives corruption can feed on moral achievement, so that if there is a moral collapse it can be greater than if the achievement had been less. Nazi Germany is the great example of this in the twentieth century. Hence the question has been raised. Is there any point in such a radical ethic which is always being ignored? Would not a less drastic and more practical one be better? It is a question which is frequently asked in this century by adherents of other faiths.

From Ronald Preston – *Christian Ethics*
in Singer P (ed) – *A Companion to Ethics* (Blackwell, 2001) p99

Question 5 - Hinduism

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

The typical assumption in the Hindu tradition is that every living body is matched by a soul (sometimes called *atman* and sometimes *purusa*, or else *cit* or consciousness). However, in Advaita Vedanta the identity between the Divine Being and the Self is taken strictly. Consequently we all, so to speak, share the same Self. It is our limited view or projection which causes us to see separate selves. It is like a light seen through a colander. It looks like many lights when it is in fact only one. Advaita in this way shows an affinity to Buddhism, in that the latter has many individual consciousnesses but none are permanent ... so at the lower or empirical level of truth we have a host of transmigrating individuals, lacking permanence.

Apart from the karmic linkage between lives, it is assumed that yogis can by the process of purifying their consciousness remember previous lives. Spiritual leaders are held also to have other paranormal powers, such as telepathy and the ability to read others' minds. In regard to rebirth, arguments rather than appeal to putative memory are used, mostly empirical – notably the occurrence of child geniuses, apparently paranormal recognitions, and so on.

From Smart N – *Hinduism* in 'Philosophical Issues in the Religions of the World' selections from Part 1 of Quinn P and Taliaferro C (eds) – *A Companion to Philosophy of Religion* (Blackwell, 2002) p11

Question 6 - Islam

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

The practice and influence of the diverse ethical heritage in Islam has continued in varying degrees among Muslims in the contemporary world. Muslims, whether they constitute majorities in the large number of nation states that have arisen in this century, or where they live in significant numbers and communities elsewhere, are going through an important transitional phase. There is growing self-consciousness

about identification with their past heritage and a recognition of the need to adapt that heritage to changing circumstances and a globalization of human society. As with the rest of the issues, ethical questions cannot be reflected in unified and monolithic responses. They must take into account the diversity and pluralism that has marked the Muslims of the past as well as the present.

Traditional religious language has unfortunately deepened stereotypical perceptions about Muslim fanaticism, violence and cultural and moral difference. As events and developments in the last quarter of the twentieth century indicate, no one response among the many Muslims societies in the world, can be regarded as normative for all Muslims.

Adapted from Nanji A – *Islamic Ethics* in ‘Great Ethical Traditions’ from Part 2 of Singer P (ed) - *A Companion to Ethics* (Blackwell, 2001) p116–117

Question 7 - Judaism

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

If philosophy is an open inquiry that seeks critical scrutiny of its own assumptions, Jewish philosophy will involve the informing of that inquiry by the resources of the Jewish tradition. Jewish philosophy so defined subsumes the narrower question, “what does it mean to be a Jew?” in the larger universe of Jewish concerns - from the problem of evil to divine transcendence, immorality, human freedom, justice, history and destiny, nature and economy, the value and meaning of life, and of human life in particular.

What unites practitioners of Jewish philosophy is not some exotic logic that we can label chauvinistically or patronizingly as “Talmudic.” Nor a common store of doctrines, but a chain of discourse and problematics, an ongoing conversation that is jarred but not halted by shifts of language, external culture, or epistemic background.

What makes this conversation distinctive is no unique flavor or accent, no values or concerns that are unshared by others, but a respect for prior Jewish efforts found worthy as points of reference or departure as the conversation continues.

From Goodman L – *Judaism* in ‘Philosophical Issues in the Religions of the World’ selections from Part 1 of Quinn P and Taliaferro C (eds) – *A Companion to Philosophy of Religion* (Blackwell, 2002) p44

Question 8 - Sikhism

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

Our present existence is determined by our former behaviour and our conduct now decides the manner in which we will return... However, our present failures, unlike those of the past, cannot be attributed to karma. They are the consequences of maya or haumai.

Maya means holding a materialist view of the world and therefore living as though its values, even its most praiseworthy such as moral rectitude, were ends in themselves. Haumai, literally 'I-I', is a difficult idea to render into English. Perhaps self-reliance is as satisfactory a term as any because though haumai results in pride this is not necessarily an immoral state. Self-reliance is often praised as a great human virtue, but for Guru Nanak it is a condition which blinds us to dependence upon God, to the need for liberation and therefore to the hope of realising it... Here we must remember that in Guru Nanak's teaching human birth was the first step on the road to liberation. It provides the opportunity for meeting God. The consequence of self-reliance is the rejection of this chance and a backward step to animal-like ignorance rather than progress to God-realisation.

Dependence upon God and obedience to the will of God (hukam) is essential for liberation. By contradicting the former haumai denies the latter and is therefore, inevitably, subject to the law of karma.

From Cole W O and Sambhi P S – *The Sikhs: their Religious Beliefs and Practices*
(Sussex Academic Press, 1995) p78

Question 9 – New Testament

- (a) Clarify the argument and/or interpretation in the passage. (24)
- (b) Do you agree with the ideas(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (16)

A01 = 24 and A02 = 16

The death of Jesus has great religious and theological significance with consequences for the whole of creation. It revolves around the doctrine of atonement. According to the Bible, all humanity is sinful and has failed to live up to the standards laid down by God. Moreover, sin prevents humanity from receiving God's blessing. Atonement is concerned with God's love, justice and mercy. Humanity cannot be freed from sin without divine help. God sent Christ to die as a sacrifice and a ransom to pay the price for sin so that humanity could be forgiven. Christ died in the place of sinners, he is 'at one' with them – that is atonement.....

According to the New Testament, Jesus' death defeated the power of evil and sin forever. God's love, which the Bible calls grace, takes the initiative and he reaches out to humanity with the chance of salvation through the death of Jesus... This is sometimes called justification by faith – all who have faith and accept Jesus will be forgiven their sins.

Jesus' love for others culminates in the giving of his own life to save people from the power of evil. His life is an example to believers, to encourage them to lead lives of humility and self-sacrifice.

From *Why did Jesus have to die?* an article in *Religious Studies Review* Vol. 1. No.2 (Philip Allan Updates January 2005)

Levels of response

These descriptions indicate the general requirements at each level.

Unit 1: Foundations

A01

| Level | Descriptor | Marks |
|-------|--|-------|
| 1 | A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed. | 1-6 |
| 2 | Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear. | 7-14 |
| 3 | A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms. | 15-22 |
| 4 | A full and well-structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary. | 23-28 |

A02

| Level | Descriptor | Marks |
|-------|--|-------|
| 1 | A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed. | 1-2 |
| 2 | Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear. | 3-4 |
| 3 | A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms. | 5-8 |
| 4 | An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary. | 9-12 |

Unit 2: Investigations

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.

35 marks

| | | |
|---------|--|-------|
| Level 1 | Uncritical presentation of knowledge, demonstration of the limited ability to identify and select the most relevant/important information and therefore reflecting little/no understanding. Any knowledge presented is in a simplistic form. | 1-9 |
| Level 2 | Presentation of a selection of relevant material which reflects some understanding of the important features of a topic. Some use of specialised religious language in appropriate contexts. | 10-18 |
| Level 3 | Clear and obvious understanding of the topic set in an appropriate context, for example the religious, cultural, historical and/or social background. Topic explored using defined and relevant religious terms reflecting a fuller understanding. | 19-26 |
| Level 4 | Excellent use of factual material, from a variety of sources, verifiable through references, demonstrating a full understanding of the topic. Topic explored with the proficient use of religious language. | 27-35 |

Assessment objective 2

Sustain a critical line of argument and justify a point of view.

15 marks

| | | |
|---------|---|-------|
| Level 1 | Limited awareness of issues involved and of need to assess and evaluate different views presented. | 1-3 |
| Level 2 | Some attempt to present a viewpoint with some explanation of choice. | 4-7 |
| Level 3 | Presentation of evidence of knowledge of more than one point of view/response to the topic. A satisfactory assessment is presented with line of argument and comparison of relative strengths and weaknesses of viewpoints. | 8-10 |
| Level 4 | Substantiated conclusions drawn from a line of argument with full justification of viewpoint. Knowledge, understanding and explanation of a full range of views/responses to the topic. | 11-15 |

Unit 3: Developments

A01

| Level | Descriptor | Marks |
|-------|--|-------|
| 1 | Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed. | 1-6 |
| 2 | A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear. | 7-12 |
| 3 | A range of relevant evidence which is clearly structured, supported by well-chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms. | 13-18 |
| 4 | A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary. | 19-24 |

A02

| Level | Descriptor | Marks |
|-------|---|-------|
| 1 | An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed. | 1-4 |
| 2 | Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear. | 5-8 |
| 3 | A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms. | 9-12 |
| 4 | A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary. | 13-16 |

Unit 4: Implications

This is the synoptic unit. Students in this unit need to demonstrate the relationship of the chosen passage to its broader context and to specified aspects of human experience and religion, considering the consequences of holding certain opinions, how a particular belief or value could affect other people and how other people's lives might be affected if a certain belief were widely held or if a certain value were widely applied.

Assessment objective 1

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

| | | |
|---------|---|-------|
| Level 1 | Uncritical presentation of the argument/interpretation of the passage; limited ability to identify and select the most relevant/important information and, therefore, reflecting little understanding; over reliance on repetition of the chosen passage. | 1-6 |
| Level 2 | Presentation of a selection of relevant material which reflects a basic understanding of the argument/interpretation of the passage; some use of specialised religious language in appropriate contexts. | 7-12 |
| Level 3 | Clear understanding of the main point(s) and key idea(s) of the argument/interpretation of the passage, set in an appropriate context, with some analysis of key concepts; use of relevant religious terms. | 13-18 |
| Level 4 | Comprehensive understanding of the argument/interpretation of the passage, with clear and critical analysis and proficient use of religious language, discussed within a wider context. | 19-24 |

Assessment objective 2

Sustain a critical line of argument and justify a point of view.

| | | |
|---------|--|-------|
| Level 1 | Limited awareness of the implications of the expressed viewpoint for its broader context and relation to aspects of human experience and religion; a limited attempt to discuss and evaluate a point of view, imprecisely expressed. | 1-4 |
| Level 2 | An attempt to consider the implications of the expressed viewpoint for its broader context and in relation to aspects of human experience and religion; a basic attempt to discuss and evaluate a point of view and justify opinions at a simple level; sufficient clarity of meaning. | 5-8 |
| Level 3 | Evidence of understanding of a range of implications of the expressed viewpoint in their broader context and in relation to aspects of human experience and religion; a clear line of argument and a comparison of relative strengths/weaknesses of a point of view; a structured argument, clearly expressed and accurately using some technical terms, giving a clear justification of a point of view. | 9-12 |
| Level 4 | Coherent and comprehensive analysis of a range of implications of the expressed viewpoint and a careful analysis of their relationship to human experience and religion; a sustained and critical line of argument, including a balanced discussion of alternatives; substantiated conclusions drawn with full justification of viewpoint; expressed accurately, fluently, using a range of technical terms. | 13-16 |

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