

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE in Religious
Studies (6RS01) Paper 01

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June 2014

Publications Code US039875

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General Marking Guidance

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

Unit 1: Foundations

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

Assessing Quality of Written Communication

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

Assessment Objective 1

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

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

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

	presented in a mainly coherent structure; significant features explained for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately	
4	<p>A coherent and well-structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> <p>Low Level 4: 16-17 marks accurate, relevant and detailed knowledge of the subject matter at a broad range or in sufficient depth; emphasis on significant features; using evidence to show general understanding of the key ideas; expressed clearly, using technical language appropriately</p> <p>Mid Level 4: 18-19 marks accurate, relevant and detailed knowledge of the subject matter at a wide range or in significant depth; emphasis on the most important features; using well-chosen evidence to support understanding of key ideas and concepts; expressed clearly and accurately, using technical language widely</p> <p>High Level 4: 20-21 marks accurate, relevant and detailed knowledge used concisely to present a coherent and well-structured response to the task at a wide range or considerable depth; selecting the most important features for emphasis and clarity; using evidence to explain the key ideas; expressed cogently using technical language</p>	16-21

Assessment Objective 2

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

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

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

Philosophy of Religion

Question 1a (i)			
	(i)	If candidates examine less than three ideas they normally cannot proceed to level 3. If they examine more than three ideas read all the answer and credit the best three.	(21)
Level	Mark	A01	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the design argument. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • evidence of design • basic ideas about order. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • ideas about design • the role of analogy • stages in the argument. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • different types of complex design • range of ideas about analogy • notions of purpose • scholarly contributions. 	

Question 1a (ii)			
	(ii)	If candidates comment on less than three ideas they normally cannot proceed to level 3. If they comment on more than three ideas read all the answer and credit the best three.	(9)

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two weaknesses of the design argument.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of weaknesses with limited argument. Candidates may present: <ul style="list-style-type: none"> • some basic weaknesses of experience used in the argument • some basic weaknesses associated with order used in the argument.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • problems about evidence • difficulties associated with analogy • the links between the various weaknesses.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the claim that the three ideas are all equally weak • alternative views about the claim concerning equal weaknesses • reason and evidence to highlight the complexities in the claim in the question • scholarly opinions.

Question 1b (i)			
	(i)	If candidates examine only one bullet point they normally cannot proceed to level 3. Candidates will be credited with relevant information on additional features, such as movement and contingency, used in the cosmological argument	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the cosmological argument. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • examples of causation • a basic account of notions of God in the argument. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • evidence of causation and its role in the argument • examples of evidence leading to a belief in a first cause • views about God in the argument. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • views that the world is not self-explanatory and principle of sufficient reason • the view about infinite regress and first cause associated with God • the notion of necessary existence in the argument • scholarly contributions. 	

Question 1b (ii)		
	(ii)	(9)

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two weaknesses of the cosmological argument.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • a simple account of a criticism against the argument • a basic comment on the criticism.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • problems about arguing from a causal process to the first cause • criticisms about the ideas of God in the argument • different interpretations of the argument.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • problems with the principle of sufficient reason • challenges raised against the theological thrust of the argument • responses to the challenges and alternative interpretations • scholarly opinions.

Question 2a (i)			
	(i)	If candidates examine only one part of the question they normally cannot proceed to Level 3. If they examine more than one solution read all the material and credit the best one.	(21)
Level	Mark	A01	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the problem of suffering. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • a basic summary of the problem of suffering • simple version of a solution. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key features of the problem of suffering • important aspects of a solution to the problem. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • key concepts of the problem of suffering • major ideas of one solution • various interpretations of these concepts and ideas and their significance • scholarly contributions. 	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two features of another solution to the problem of suffering.
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of the question with limited argument. Candidates may present:</p> <ul style="list-style-type: none"> • basic ideas of another solution • the view that this solution may not see suffering as evidence against God.
3	5-6	<i>Levels Descriptor</i>
		<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on:</p> <ul style="list-style-type: none"> • key ideas in another solution • the strengths and weaknesses of this solution • the implications of this reasoning regarding evidence against God.
4	7-9	<i>Levels Descriptor</i>
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate:</p> <ul style="list-style-type: none"> • the strengths of another solution so that suffering is not seen as evidence against God • the problems of this solutions and refinements to the solution • alternative approaches concerning this solution • scholarly opinions.

Question 2b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of miracles.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • one or two miracles • a few key ideas at a simple level.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • a definition of miracles at a basic level • evidence to believe in miracles • different types of miracles.
4	16-21	Levels Descriptor
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • some key concepts of miracles • some important definitions of miracles • some distinctive philosophical ideas associated with miracles • scholarly contributions.

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two problems with belief in miracles.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • some basic problems with a definition of miracles • a basic reason to support belief in miracles.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • miracle as a violation of the laws of nature • reasons why this be seen as a criticism • ways to uphold belief in miracles.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the notion of miracle as a violation of laws of nature with the alternative view that miracles are 'outside' nature's laws • further definitions of miracles and their bearing on the justification or otherwise of belief in miracles • the type of tests and criteria used to criticise and support miracles • scholarly opinions.

Ethics

Question Number		Indicative content
3 (a)	(i)	Outline the issues raised by the claim that morality is dependent on religion. <p style="text-align: right;">(21)</p>
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates are likely to demonstrate little understanding of the issue raised by the question and what it means for morality to be dependent on religion: <ul style="list-style-type: none"> • they may make simple reference to religious rules such as the Ten Commandments.
Level 2	6-10	At this level candidates may identify simple but accurate reasons to explain the view: <ul style="list-style-type: none"> • they may consider the role of biblical based moral teaching; • they may suggest that religious authorities have a key role to play in communicating moral teaching.
Level 3	11-15	At this level, candidates are likely to demonstrate a clear understanding of the possible reasons why morality may be dependent on religion: <ul style="list-style-type: none"> • they may refer to the need for humans to be guided in moral decision making; • they may refer to related theories such as Natural Moral Law; • they may refer to related proofs such as Aquinas' Fourth Way .
Level 4	16-21	At this level candidates are likely to be able to identify a significant range of reasons why morality may be dependent on morality: <ul style="list-style-type: none"> • they may discuss different ways of understanding the relationship between religion and morality; • they may give relevant and well explained examples of how religious morality is applied; • they may suggest ways in which secular morality has failed to be persuasive; • they may include reference to other scholars, such as Kant's moral argument.

Question Number		Indicative content
3 (b)	(i)	Examine the reasons why Utilitarianism may be thought to be a convincing ethical theory. (21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level candidates are likely to draw on a limited range of material: <ul style="list-style-type: none"> it is unlikely they will have any clear understanding of the wider context of utilitarianism and may depend on simplistic case study material.
Level 2	6-10	At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel: <ul style="list-style-type: none"> they are likely to discuss a limited range of characteristics and may focus entirely on Bentham and Mill; they may offer simple suggestions as to why it may be a convincing theory, but the answer is likely to be dependent on basic details of the theory.
Level 3	11-15	At this level: <ul style="list-style-type: none"> candidates may offer a wider range of features of utilitarianism without dealing with them in depth; they may offer some suggestions as to why the theory may be deemed convincing; some consideration of its background and influences may emerge.
Level 4	16-21	At this level candidates are likely to be able to identify a significant range of features of utilitarianism or to explore a narrower range at some depth: <ul style="list-style-type: none"> they are likely to be more confident in applying their examination of the theory to the wording of the question and merge factual information with some consideration of its convincingness; it is likely that candidates may make reference to the teleological nature of the theory, to issues of consequentialism and means to an end; candidates are likely to display some knowledge and understanding of utilitarianism within its social context; Bentham and Mill are likely to feature prominently, but at this level candidates may also make reference exclusively or additionally to other forms of utilitarianism.

Question Number		Indicative content
3 (b)	(ii)	To what extent are these reasons outweighed by challenges to Utilitarianism? (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates may offer a simple criticism of Utilitarianism.
Level 2	3-4	At this level, candidates may struggle to incorporate new information or to reach a balanced conclusion: <ul style="list-style-type: none"> • consideration of whether these reasons are outweighed by challenges is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct; • at the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory.
Level 3	5-6	At this level, candidates may rely on some repetition of material from (i) but will still maintain a clear line of argument in terms of whether the challenges invalidate the theory: <ul style="list-style-type: none"> • candidates may consider a wider range of problems raised by the theory; • they may offer some argument in continued support of Utilitarianism; • they are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the claim.
Level 4	7-9	Candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (i): <ul style="list-style-type: none"> • they may offer a range of challenges will be identified and used as the basis of a genuine attempt at evaluation; • they may offer a reasoned and balanced argument which may conclude in any valid direction; • candidates are likely to make direct reference to the wording of the question; • at this level they are likely to avoid falling back on extensive case study material.

Question Number		Indicative content
4(a)	(i)	Outline the view that war may sometimes be justified. (21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	At this level, candidates are likely to address a very limited range of ideas associated with Just War: <ul style="list-style-type: none"> • they may rely on GCSE level re-telling of the principles of Just War and will show little awareness of the deeper principles behind it.
Level 2	6-10	Candidates at this level are likely to refer to a narrow range of ideas associated with Just War: <ul style="list-style-type: none"> • candidates may struggle to relate 'justified' with Just War Theory; • they may refer to one version or a limited number of conditions of the Just War Theory.
Level 3	11-15	Candidates at this level are likely to show a good understanding of a range of approaches to Just War: <ul style="list-style-type: none"> • they may refer to a wider range of Just War principles; • candidates may show some understanding of how the theory developed; • they may make some references to modern day applicability of the Just War Theory.
Level 4	16-21	At this level candidates are likely to be able to deal confidently with a range of issues associated with the Just War Theory: <ul style="list-style-type: none"> • they are likely to have a secure knowledge of at least one form of the Just War Theory and most of its features; • candidates are likely to be able to examine the theory with reference to examples without falling into narrative, or offering an overly historical or contemporary political account; • some examples of modern warfare may be appropriately applied; • particular wars may be offered as illustrations of the need to justify defensive responses, for example, or to protect human rights.

Question Number		Indicative content
4 (a)	(ii)	Comment on the claim that there are no good reasons to go to war (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to make a simple reference to one or two reasons why going to war cannot be justified.
Level 2	3-4	<p>Candidates at this level are likely to consider a limited range of issues which may support the view that there are never good reasons to go to war:</p> <ul style="list-style-type: none"> • candidates may consider one or more standard objections to the Just War Theory; • some consideration may be given of the teaching of Jesus on pacifism.
Level 3	5-6	<p>At this level, candidates may consider both sides of the argument:</p> <ul style="list-style-type: none"> • they may consider a wider range of biblical material on the issue; • they may offer some specific Church teaching; • they may give examples of well known religious thinkers who have offered a stance on war.
Level 4	7-9	<p>At this level, candidates are likely to reach a balanced conclusion:</p> <ul style="list-style-type: none"> • they may raise issues of conscience and changing social attitudes to war; • consideration may be given to the problems of misunderstanding or misapplying religious teaching or of following the commands of religious leaders in these matters; • they may suggest that the Just War Theory is not applicable in cases of modern warfare; • they may suggest that, nevertheless, some wars can still be justified.

Question Number		Indicative content
4 (b)	(i)	Outline two ways in which religious beliefs may help to resolve matters of sexual ethics. (21)
Indicative content. Candidates who offer only one way of resolving matters in sexual ethics can reach a ceiling of level two, or a partially correct answer may proceed to level three.		
Level	Mark	AO1
Level 1	1-5	At this level: <ul style="list-style-type: none"> • candidates may present a simple case study or narrative scenario and a simplistic explanation of a way in which religious beliefs may be used in its resolution. For example, they may suggest that belief in the inerrancy of God's Word provides a simple means of resolution.
Level 2	6-10	At this level candidates are likely to identify one or more issues in sexual ethics: <ul style="list-style-type: none"> • narrative and/or case study may be evident and candidates may typically rely on general principles rather than specifically religious approaches; • candidates are likely to offer one or more ways of dilemmas using religious beliefs, but they may not be equally balanced.
Level 3	11-15	At this level candidates will typically identify clearly defined issues in sexual ethics and be able to explain how they may be addressed by use of religious principles: <ul style="list-style-type: none"> • use of narrative and/or case study is likely to be illustrative rather than anecdotal; • candidates are likely to identify two ways of resolving matters of sexual ethics by applying religious beliefs, such as biblical teaching, or following the rules of a denomination; • some reference to scholarly principles and contributions may be made.
Level 4	16-21	At this level, it is likely that candidates will clearly identify issues in sexual ethics: <ul style="list-style-type: none"> • they are likely to refer to two clear and developed ways in which religious beliefs may help resolve the matters of sexual ethics; • at this level, candidates will typically avoid case study, and deal with issues in a scholarly manner; • they may analyse the contribution of sacred texts and other religious authorities; • the roles of conscience, faith and obedience to a religious way of life may be considered.

Question Number		Indicative content
4 (b)	(ii)	To what extent are religious beliefs about sexual ethics still valuable? (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates at this level will show little understanding of the implications of the question: <ul style="list-style-type: none"> they may offer a basic response to the issue of whether religious attitudes tend to be old fashioned or inappropriate.
Level 2	3-4	At this level: <ul style="list-style-type: none"> candidates are likely to offer a simple view in support of or opposed to the claim or simple but undeveloped reasons for and against it; some case study material may be used to support their answer.
Level 3	5-6	Candidates are likely to demonstrate an understanding of the implications of the question: <ul style="list-style-type: none"> they are likely to offer a balanced, though limited conclusion as to whether religious attitudes to sexual ethics are still valuable to the modern world; they are likely to identify reasons for and against the claim made in the question; they may offer examples of attempts to address this issue, such as the Situationist approach of the 1960s.
Level 4	7-9	At this level, candidates are likely to demonstrate a clear understanding of the implications of the question: <ul style="list-style-type: none"> they are likely to offer a balanced argument taking into account reasons for and against the view that religious attitudes to sexual ethics are still valuable in the modern world; candidates may offer a range of reasons in support of and opposed to the view, for example, that divine command ethics is absolutist and modern society approves a more relativist approach; they may suggest that the range of issues in modern sexual ethics has gone beyond that which religious teaching can hope to address; at this level candidates will offer a mature evaluation of these issues.

Buddhism

Question 5a (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none">• one or two features of the life of the Buddha.	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may present: <ul style="list-style-type: none">• some basic material on religious features at the time• a simple account of religious groups.	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none">• key beliefs about human nature and destiny• important practices such as asceticism• the possible influence of these beliefs and practices on the life of the Buddha.	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none">• a range of key beliefs and their influence on the life of the Buddha• a range of religious practices and their influence on the life of the Buddha• key religious debates and their influence on the Buddha• scholarly contributions.	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of the life of the Buddha.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • an account of his life that reacted against religious beliefs • the Buddha's views about some religious practices.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the Buddha's reaction to Vedic beliefs • his views about ascetic practices • the extent of his reaction and possible acceptance of some beliefs and practices.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • evaluate the evidence and reasons that the Buddha reacted against religious beliefs • weigh up the views for and against the claim that the Buddha reacted against religious practices • debate alternative interpretations • consider scholarly views.

Question 5b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the life of the Buddha.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • the four sights of the Buddha • aspects of meditation.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • period of luxury • four sights • types of meditation.
4	16-21	Levels Descriptor
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • evidence and criteria that would constitute central experiences of the Buddha • significant features of these central experiences • the view that these experiences are easily understandable • scholarly contributions.

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about the life of the Buddha.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • a simple account of the enlightenment • links between meditation and liberation.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • beliefs about liberation • the importance of the enlightenment • the significance of meditation for liberation.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • consider the context of beliefs about liberation • comment on diverse ways of achieving liberation and links with the life of the Buddha • debate alternative views such as the importance of the Dharma compared to the life of the Buddha • debate scholarly views.

Question 6a (i)			
	(i)		(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the Sangha. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • the Sangha as a Refuge • the Dhamma as a Refuge. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key features of the Sangha as a Refuge • important aspects of the Dhamma as a Refuge • the relationship between the Sangha and the Dhamma. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the key features of the relationship between the Sangha and Dhamma • the significance of the relationship between these as Refuges • the implications of this complex relationship between Sangha, Dhamma and laity • scholarly contributions. 	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two aspects of the Refuges for the laity.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • the importance of the Refuges for the laity • a basic account of problems with this relationship.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • meanings associated with 'Refuge' • reasons for their importance within Buddhism • problems associated with the Refuges.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the claim that the Buddhist notion of Refuge is now out of date • discuss the complexity of the relative importance of Refuges • alternative views concerning different views about Refuges across different Buddhist schools • debate scholarly contributions.

Question 6b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of meditation.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • the practice of one type of meditation • simple ideas about some purposes of meditation.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • links between the life of the Buddha and meditation • the relationship between meditation and moral action • the practice of meditation in the Sangha.
4	16-21	Levels Descriptor
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the significance of meditation in the Eight-fold Path • the reasons why Buddhists meditate linked to the Three Refuges • the significance of meditation on the path to liberation • scholarly contributions.

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about the importance of meditation.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • views about the influence of meditation on behaviour • some difficulties associated with meditation.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the significance of meditation on Buddhist beliefs and practice • the diversity of importance of meditation in different contexts • potential problems linked to meditation.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the significance of meditation together with key implications • debate possible challenges raised by meditation • consider alternative stances which may question the subjective basis of meditation • debate scholarly opinion.

Christianity

Question Number		Indicative content
7 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none">• of the Person and work of Jesus.
Level 2	6-10	Candidates may identify some general ideas about: <ul style="list-style-type: none">• specific people like Cone, Gutierrez or Bonhoeffer• specific ideas of doctrine
Level 3	11-15	Candidates may deal with the different teachings in a more systematic way: <ul style="list-style-type: none">• include both the Person and work of Jesus in the modern period• importance of being black for Cone• importance of grace in Bonhoeffer.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none">• Cone's references to the blackness of Jesus and his teaching that believers needed to become black ontologically.• Bonhoeffer's teaching on religionless Christianity or Jesus as 'the man for others.'• a coherent understanding of these differing teachings• modern scholars' teaching about these issue.

Question Number		Indicative content
7 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • about the importance of these questions for today.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • about the importance of who Jesus is but in a simple manner • about his significance today.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> • weigh up differing views about the Person and work of Jesus • debate whether the work is more significant than the Person • see a clear connection between an understanding of the person of Jesus and the work of salvation
Level 4	7-9	Candidates may: <ul style="list-style-type: none"> • Draw out implications for today's practice from such people as Bonhoeffer or Gutierrez or others • Discuss the place of the poor in today's world in relation to Jesus' teaching. • Contrast Christian claims of exclusivity with other Faith's claims. • Develop a coherent argument with reference to scholarly opinion.

Question Number		Indicative content
7 (b)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account of : <ul style="list-style-type: none"> the Person and work of Jesus without linking this specifically to a historical or social context.
Level 2	6-10	Candidates may identify some key ideas about: <ul style="list-style-type: none"> the background details for a context such as Nazi Germany or the Southern states of the USA key Reformers at the time of the Reformation
Level 3	11-15	Candidates may: <ul style="list-style-type: none"> develop a clearer link between contexts and the people whose contribution they are evaluating make specific reference to Luther or Calvin et al begin to identify theological issues raised by them.
Level 4	16-21	Candidates may examine: <ul style="list-style-type: none"> the fact that the Person of Jesus was not such an issue as the work of Jesus at the Reformation the importance of grace in Bonhoeffer's teaching a coherent understanding of these teachings how their work has been developed by others.

Question Number		Indicative content
7 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument and may: <ul style="list-style-type: none"> offer simple comment on the relation between these ideas and Christian practice today.
Level 2	3-4	Candidates may clarify a basic argument and may: <ul style="list-style-type: none"> raise some of the difficulties inherent in Gutierrez or Cone or Bonhoeffer suggest they are universally applicable today.
Level 3	5-6	Candidates may evaluate: <ul style="list-style-type: none"> the wider context of the significance for today the implications for ecumenism today of the Reformation teachings their significance for individual spirituality.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by evaluating: <ul style="list-style-type: none"> Luther's or Gutierrez' relevance for today the significance of salvation today alternative stances reaching a justifiable conclusion relevant scholarly opinion.

Question Number		Indicative content
8 (a)	(i)	Candidates who do not deal with both issue may not normally proceed to level 3
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • of what is meant by the term personal or creator.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • such as a consideration of how humans can be in relationship with God or how he can still be thought of as creator • of the work of Buber in a simple way.
Level 3	11-15	Candidates are likely to be able to deal clearly with these beliefs in a more systematic way and may: <ul style="list-style-type: none"> • be aware of different understandings of personal and creator • offer a clearer understanding of the problems of the word <i>person</i> in regard to God or <i>creatio ex nihilo</i> • deal more fully with Buber's I-thou and I- It or God as sustainer.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • the unchanging nature of God (immutability) • the connection between God as sustainer and being personal • Buber's requirement of love to change • modern Church teaching.

Question Number		Indicative content
8 (a)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • about God being a God of love.
Level 2	3-4	Candidates may clarify a basic argument about : <ul style="list-style-type: none"> • the importance of God being personal • God as Creator.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may deal with : <ul style="list-style-type: none"> • difficulties of God relating to everyone e.g. difficulty of so many prayer requests • problems of viewing God as creator in today's world • the need for a sense of purpose in creation.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focussed on the question. Typically this may be achieved by: <ul style="list-style-type: none"> ▪ an analysis of the problem of the personhood of God and of creation ▪ dealing with inter relations within the Trinity with all its attendant difficulties ▪ effective use of scholarly debate ▪ reaching a justifiable conclusion about relative importance.

Question Number		Indicative content
8(b)	(i)	If candidates deal with only one sacrament or one Christian tradition then normally they cannot proceed to Level 3.
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account of : <ul style="list-style-type: none"> • some of the different forms of the Eucharist or baptism in different Churches including frequency of celebration.
Level 2	6-10	Candidates may identify some key ideas about : <ul style="list-style-type: none"> • whether Eucharist this is viewed as a sacrament or as a memorial • about the purpose of baptism.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different practices in a more systematic way and may: <ul style="list-style-type: none"> • show a more detailed commentary on the difference between viewing the Eucharist as a sacrament and as a memorial • examine baptism as infant or Believer's • deal with the differences within denominations or between denominations.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may examine: <ul style="list-style-type: none"> • a detailed analysis of the differences • an understanding of offering of sacrifice and the role of the priest • examine baptism as entry to the Church or as salvific • modern Church teaching e.g. Schillebeeckx or Rahner.

Question Number		Indicative content
8 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple argument:</p> <ul style="list-style-type: none"> • about the meaning of baptism or the Eucharist for different Churches.
Level 2	3-4	<p>Candidates may clarify a basic argument about:</p> <ul style="list-style-type: none"> • the meaning of baptism or the Eucharist in a simple manner • the meaning for different Churches.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question. Typically candidates may:</p> <ul style="list-style-type: none"> • clarify the significance of baptism in a more detailed way • weigh up the respect accorded to the elements of the Eucharist in relation to what is believed about them • debate the impact of these practices on personal faith.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the question. They may evaluate:</p> <ul style="list-style-type: none"> • the different ways sacraments influence faith • effective use of scholarly debate on whether the sacraments are declaratory or efficacious • the way these meanings influence denominational stances • alternative stances and reach a justifiable conclusion.

Hinduism

Question 9a (i)			
	(i)	If candidates examine just one influence they normally cannot proceed to level 3.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the Indus Valley culture. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • a few basic descriptions of objects associated with archeological investigations • a simple version of Aryan influences. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key features from the Indus Valley culture and their possible significance • a simple version about Aryan influences. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the significance of this period concerning subsequent influence on the development of Hindu practices • the possible influence this period on subsequent Hindu beliefs • some key problems associated with an understanding of this period • scholarly contributions. 	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two important features of this period.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • a simple version of the influence of this period • a basic view about the limitations of this period on developments.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the possible significance • the problems of interpretation of this period • different views about influence.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the view that that this period is of little significance for an understanding of Hinduism • reason and evidence to support this claim • alternative positions especially the status given to particular aspects of this period • scholarly opinions.

Question 9b (i)			
	(i)	If candidates examine just one topic they cannot normally proceed to Level 3.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the Vedic period. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • some Vedic ideas about gods • a few notions of Vedic ritual. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • some key Vedic deities • a few Vedic emphases on ritual • important Vedic beliefs related to these topics. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the context of the Vedas and their emphases on gods and ritual • key beliefs about selected gods and key rituals • the complex range of beliefs within the Vedas • scholarly contributions. 	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about the importance of the Vedic period.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • some ideas that show the influence of this period • a few views about some problems associated with this period.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • different emphases in later developments • possible rejection of some Vedic features • reasons for the lasting influence of this period.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the view that the Vedic period is not very significant for later Hinduism • consider the evidence and reasons to support this limited influence • comment on alternative position which argues for the fundamental importance of the Vedas in the development of Hinduism • debate scholarly opinions.

Question 10a (i)			
	(i)	If candidates examine less than three types they cannot normally proceed to level 3. If they examine more than three types read all the material and credit the best three.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of yoga. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • some basic ideas about one or two types of yoga • a simple descriptive account of some yogic practices. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the beliefs associated with some types of yoga • the characteristics of some forms of yoga • a simple account of the implications of some types of yoga. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the key ideas and features of three types of yoga • the context of these types and how these may influence some forms of yoga • technical vocabulary and its significance for understanding these versions of yoga • scholarly contributions. 	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about yoga.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • the importance of links between some types of yoga and liberation • a simple account of links between yoga and breathing.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the relationship between yoga, ascetic practice and spiritual progress • the links between some type of yoga, mental discipline and physical control • the implications of these different types of yoga on devotees.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may debate: <ul style="list-style-type: none"> • the differences between yoga linked to spiritual purpose and yoga as producing physical wellbeing • the context of these different types of yoga and their implications for devotees • alternative points of view including the common links across variegated practices • scholarly opinions.

Question 10b (i)			
	(i)	If candidates examine less than three topics they normally proceed to level 3.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of Hindu gods. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • a few basic ideas associated with one of the topics • some simple ideas associated with a second topic. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • narrative and descriptive material related to one topic • key emphases linked to a second bullet point • some practices of devotees linked to one or two of the topics. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • key understanding of the two selected topics • important terms and sources related to the two areas • the context of these beliefs and important implications • scholarly contributions. 	

Question 10b (ii)		
	(ii)	If candidates comment on one topic they normally cannot proceed to level 3.
		(9)

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two important ideas about one topic.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • some practices linked to one topic • some important beliefs associated with a second topic.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the importance of key beliefs of one topic • the significance of selected practices of a second topic • the implications of these beliefs and practices for the devotee.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on why these two topics are significant for the belief and practice of devotees • consider the context of these topics and why these may influence the devotee • argue that these are significant because of their contributions to the selected developments in Hinduism • debate scholarly opinion.

Islam

Question 11a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of pre-Islamic Arabia.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • a few religious features of pre-Islamic Arabia • a simple understanding of this period as 'ignorant'.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • types of animism • some characteristics of Judaism and Christianity • some implications for an understanding of this as an 'ignorant age'.
4	16-21	Levels Descriptor
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • key reasons why this period may be known as 'ignorant' • overall context of pre-literate and range of religious traditions • significant themes such as polytheism, types of monotheism, prophecy • scholarly contributions.

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about pre-Islamic Arabia.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • some ideas why some beliefs were to be rejected • reasons why some practices were to be rejected.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the view that this period distorted God's message • the importance given to a belief in one God • the impact of prophets and prophecy.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the claim that this period was ready for a deliverer • consider the revelations given to Muhammad and the impact of earlier beliefs and practices • comment on the complexity of these issues, given the varied background and different responses in Muhammad's preaching • debate scholarly opinion.

Question 11b (i)			
	(i)	If candidates examine less than three features they normally cannot proceed to Level 3. If they examine more than three, read all the material and credit the best three.	(21))
Level	Mark	A01	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of the life of Muhammad. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • a religious feature of the life of Muhammad • a second feature. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • beliefs about revelation • notions of prophecy • religious persecutions. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • three key religious features of the life of Muhammad • the significance of the theological context • accurate and well-understood exemplars • scholarly contributions. 	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about Muhammad.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • an account of some revelations • a basic account of a few teachings linked to these revelations.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • some key ideas associated with the revelations to Muhammad • significant emphases in these messages • the status given to Muhammad.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the context of prophecy during this period • consider the role and status of Muhammad in the context of these revelations • comment on the significance of Muhammad as the Final Messenger • debate scholarly opinion.

Question 12a (i)			
	(i)	If candidates examine less than three emphases they cannot normally proceed to level 3. If they examine more than three emphases, read all the material and credit the best three.	(21)
Level	Mark	A01	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two ideas about Allah. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • Allah and creation • Allah and revelation. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • belief in the one God • Allah and the akirah • Muslim duties to Allah. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • divine epithets such as the Merciful • implications of tawhid • Allah and prophets and revelation • scholarly contributions. 	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about Allah.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • some key beliefs Allah who resembles nothing in creation • a basic understanding of the limitations of words in this context.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the implications of believing Allah as unique and eternal • the Ninety-Nine Names of Allah • some implications for Muslim belief.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the claim that no words can describe Allah • consider the reasons for this claim • comment on the diversity of issues in this context such as the earliest revelations in the Qur'an referring to Allah as Lord and the Merciful • scholarly opinion.

Question 12b (i)			
	(i)	If candidates examine one theme they cannot normally proceed to level 3.	(21)
Level	Mark	A01	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of submission. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • a simple notion of submission within the Five Pillars • a basic views of the social implications of the Pillars. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • important teachings about submission • key aspects of identity with the Muslim community • relevant evidence from the Five Pillars to illustrate these ideas. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the claim that the Five Pillars are the essential public sign of submission to God and identity with the Muslim community • the context of relevant Pillars with detailed analysis of key terms and ideas • the distinctive implications for Muslim belief and practice • scholarly contributions. 	

Question 12b (ii)		
	(ii)	(9)

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about Muslim practice.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • a simple view about issues raised by submission • a basic account of a possible response.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • possible issues raised by beliefs about submission • implications for Muslim practice • a basic response to these challenges.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on how Muslims may respond to issues raised by the role and practice of submission • consider the reasons and evidence for these issues • comment on the effectiveness of responses to these issues • scholarly opinion.

Judaism

Question 13a (i)			
	(i)	If candidates examine one figure they normally cannot proceed to level 3.	(21)
Level	Mark	AO1	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of Rashi. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • narrative material on Rashi • biographical material on Judah Halevi. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key aspects of Rashi's work • a few of Halevi's ideas • the status of scriptures and the Babylonian Talmud. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the key emphases of Rashi and his school, focusing on commentaries • the key emphases of Halevi, including relations with other religious traditions • their distinctive contributions to Rabbinic Judaism • scholarly contributions. 	

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

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas of the selected figure.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • the key views of the selected figure • an account of their importance for Rabbinic Judaism.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the pivotal importance of key emphases in the work and thought of the selected figure • the distinctive features of these emphases • their basic importance for Rabbinic Judaism.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the overall significance of the selected figure for Rabbinic Judaism • consider why some aspects of their ideas and work are more prominent than others • consider the relative importance of the selected figure for Rabbinic Judaism • scholarly opinion.

Question 13b (i)			
	(i)	If candidates examine less than the three tasks they cannot normally proceed to level 3.	(21)
Level	Mark	A01	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of Maimonides. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • some religious ideas of Maimonides • some emphases in his teachings. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • a simple account of his historical background • the basic features of the religious context of Maimonides. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the complexity of his historical context • the range of beliefs within his religious context • the important emphases in his teachings • scholarly contributions. 	
Level	Mark	A02	
1	1-2	<i>Levels Descriptor</i>	
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas of Maimonides. 	
2	3-4	<i>Levels Descriptor</i>	
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • a view about the importance of Maimonides in his own time • a simple view about his overall importance within Judaism. 	
3	5-6	<i>Levels Descriptor</i>	
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • the emphasis on revelation 	

		<ul style="list-style-type: none"> • the importance of the Thirteen Principles in Jewish thought • the range of his interests and their subsequent influence.
4	7-9	Levels Descriptor
		<p>Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may:</p> <ul style="list-style-type: none"> • comment on the distinctive importance of Maimonides within Judaism • consider the range and emphases of his corpus with subsequent influence • comment the different views about Maimonides across different traditions • scholarly opinion.

Question 14a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of Orthodox Judaism.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • one or two important Orthodox beliefs • one or two Orthodox practices.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key Orthodox beliefs • prominent Orthodox practices • distinctive Orthodox customs.
4	16-21	Levels Descriptor
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the key emphases of Orthodox Judaism • fundamental Orthodox beliefs, stressing the divine basis of Judaism • principles that underpin Orthodox practices and customs • scholarly contributions.

Question 14a (ii)

Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas about Orthodox Judaism.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • one or two differences between Orthodoxy and another Jewish tradition • an Orthodox response to such differences.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • Orthodox reaction to changes in Jewish practices • some changing emphases in a few beliefs • different types of responses across Orthodox traditions.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the context to some challenges against Orthodoxy and the reasons why some challenges exist • consider the range of these challenges and Orthodox responses which may vary from one country to another • comment on the view that some challenges may be more serious than others with different levels of response from Orthodoxy • debate scholarly opinion.

Question 14b (i)			
	(i)		(21)
Level	Mark	A01	
1	1-5	Levels Descriptor	
		Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • one or two features of Reform Judaism. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness of the question. Candidates may give an account of: <ul style="list-style-type: none"> • some key Reform beliefs • one or two Reform practices. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key Reform practices as distinct from Orthodox practices • rites of passage • home and social customs. 	
4	16-21	Levels Descriptor	
		Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Typically, candidates are likely to identify and explain key ideas. Candidates may examine: <ul style="list-style-type: none"> • the key emphases of Reform customs and practices • the context to the origins and development of these practices • evidence of diversity across Reform traditions and their practices • scholarly contributions. 	

Question 14b (ii)		
Level	Mark	A02
1	1-2	<i>Levels Descriptor</i>
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two ideas of Reform Judaism.
2	3-4	<i>Levels Descriptor</i>
		Candidates may show a partial awareness of the question with limited argument. Candidates may present: <ul style="list-style-type: none"> • examples of practices that have evolved over time • a simple view about evolution of beliefs.
3	5-6	<i>Levels Descriptor</i>
		Candidates may focus on the evaluative part of the question setting out evidence and reasons. Candidates may comment on: <ul style="list-style-type: none"> • changing attitudes of Reform to other Jewish traditions • the importance of diversity within Reform thought • different social and cultural customs influencing Reform beliefs and practices.
4	7-9	<i>Levels Descriptor</i>
		Candidates are likely to display explicit evidence of argument focused on the question. Typically, candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may: <ul style="list-style-type: none"> • comment on the origins and development of Reform Judaism regarding evolving beliefs and practices • consider that some changes within Reform are more significant than others • comment on Orthodox responses to the notion of evolutionary changes in belief • debate scholarly opinion.

Sikhism

Question Number		Indicative content
15 (a)	(i)	(21)
Indicative content.		
Answers which address both traditions cannot proceed beyond level two.		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • some shared ideas such as religious pluralism.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of background ideas and practices. Candidates may give an account of: <ul style="list-style-type: none"> • the rejection of the idea of varna • the rejection of ascetism and withdrawal from social responsibilities.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure about background factors. Candidates may examine: <ul style="list-style-type: none"> • the visit to Hardwar • the mention of Hindu deities in his hymns • the rejection of the lower status given to women.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on the context in which the Guru lived. Candidates may examine: <ul style="list-style-type: none"> • the idea of rebirth • the establishment of Kartarpur as a model town to show how work and worship could be combined • the use of langar to challenge caste divisions • the collection of hymns from Hindu bhagats.

Question Number		Indicative content
15 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may present the fact that:</p> <ul style="list-style-type: none"> • he created hymns still used in daily prayers.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence, making a limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • his idea of combining worship with work and family life, miri-piri • his political intervention in Baghdad.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the significance of Guru Nanak. Candidates may highlight:</p> <ul style="list-style-type: none"> • the argument that the same spirit was in every Guru and therefore they are all equal • the argument that every Guru made a different and equal contribution to the Sikh way of life today • the argument that Guru Nanak started many features of the Sikh way of life today and is therefore the most important.
Level 4	7-9	<p>Candidates are likely to display explicit evidence focused on the importance of Guru Nanak. Candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • he started the Guru Granth Sahib by collecting selected hymns from previous saints in South Asia together with his own • Kartarpur provided a practical example of the society he wished to create and the Khalsa was created to commit to and embody such a society • scholars such as Oberoi have demonstrated that many features of the Khalsa tradition were developed in the early twentieth century and so cannot be traced to Guru Nanak • scholars associated with the Institute of Sikh Studies argue that 'Orientalist' scholars fail to appreciate the elements of miri-piri ideology in the life and work of Guru Nanak.

Question Number		Indicative content
15 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. Candidates may describe: <ul style="list-style-type: none"> • how the texts were copied during the time of Guru Arjun.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the process of compilation. Candidates may give an account of: <ul style="list-style-type: none"> • how the status of Guru ascribed to the Granth is demonstrated • the addition of hymns by Guru Gobind Singh.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the ceremonial role of the Guru Granth Sahib as the living Guru • the ideological role of the Guru Granth Sahib as the arbiter of correct practice • the transmission of texts from Guru to Guru culminating in the Guru Granth Sahib.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on the ideas of 'compilation' and 'status'. Candidates may examine: <ul style="list-style-type: none"> • its status in relation to the status of the Dasam Granth • its status in relation to the Sikh Rahit Maryada as a manual of daily practice • scholarly debate about the treatment of variant texts • debates about the ragmala.

Question Number		Indicative content
15 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple, descriptive response. Candidates may argue that: <ul style="list-style-type: none"> • Sikhs treat it as a living Guru.
Level 2	3-4	Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast: <ul style="list-style-type: none"> • the point that it cannot be contradicted with • areas of omission such as homosexuality.
Level 3	5-6	Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language. Candidates may examine: <ul style="list-style-type: none"> • the role of janamsakhis in showing how the lives of the Gurus can be relevant • the authoritative role of the Rahit Maryada in clarifying procedures and practices • different interpretations of the Guru Granth Sahib regarding issues such as meat eating.
Level 4	7-9	Candidates present explicit argument. They demonstrate a careful analysis of alternative views supported by reasoned argument. Candidates may examine: <ul style="list-style-type: none"> • the status of Panth as Guru • the increasing role of schools of interpretation and practice • the continuing importance of the Gurus as exemplars • the increasing accessibility of the Guru Granth Sahib for purposes of study.

Question Number		Indicative content
16 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. They may describe: <ul style="list-style-type: none"> • nam simran.
Level 2	6-10	Candidates may identify some relevant information showing a basic awareness of the importance of devotion. Candidates may give an account of: <ul style="list-style-type: none"> • nam simran • singing kirtan in the gurdwara.
Level 3	11-15	Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure across the scope of the question. Candidates may examine: <ul style="list-style-type: none"> • the use of radio, TV and internet in providing kirtan • the performance of Nit Nem • sewa such as in the langar as a form of devotion.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a well-structured answer. Candidates are likely to identify and explain key ideas focused on ways in which devotion is shown. Candidates may examine: <ul style="list-style-type: none"> • devotion in the gurdwara as involving listening to and singing kirtan • private devotion as involving meditation in order to cultivate virtue • the interpretation of private devotion as repetition of mantras • the interpretation of devotion as discussion in order to understand and practice teaching.

Question Number		Indicative content
16 (a)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a basic argument for affirming or denying the view expressed in the task, and refer in only general terms to a possible alternative view such as:</p> <ul style="list-style-type: none"> • Nit Nem is stipulated in the Rahit Maryada.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> • the set times of Nit Nem with • the belief that God should be remembered and acknowledged at all times.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to argue that Sikh worship involves more than performance of Nit Nem. Candidates may consider:</p> <ul style="list-style-type: none"> • the importance of subjugating haumai • the importance of social action • the importance of congregational worship.
Level 4	7-9	<p>Candidates present explicit evidence of argument focused on an appraisal of the importance of Nit Nem as a form of worship. Candidates demonstrate careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • Nit Nem provides regular remembrance of God • Nit Nem contains important teachings about God and how to connect with Him • the teachings of Nit Nem illustrate the importance of other aspects of worship such as nam simran • setting aside the ego is the most important form of worship.

Question Number		Indicative content
16 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may offer a limited range of isolated facts such as: <ul style="list-style-type: none"> • it explains how ceremonies are to be performed.
Level 2	6-10	Candidates may offer a more coherent account based on accurate and relevant information such as: <ul style="list-style-type: none"> • it sets out the Nit Nem • it explains the basic principles that should inform a Sikh way of life.
Level 3	11-15	Candidates may provide a range of accurate and relevant knowledge, highlighting some main ideas and using some technical terms focusing on the demands of the question. Candidates may examine: <ul style="list-style-type: none"> • the standard equipment that is mandatory at a gurdwara • its unequivocal statements regarding the status of the Guru Granth Sahib and the Khalsa • the prescribed order of activities in the gurdwara.
Level 4	16-21	Candidates may show evidence of using a range of technical vocabulary and provide a coherent and detailed account identifying the most important features such as: <ul style="list-style-type: none"> • personal obligations, such as nam simran • communal obligations, such as unified procedures for performing an akhand path • national obligations, such as avoiding social intercourse with certain specified groups • procedures for governing the Khalsa Commonwealth, such as for renewing the Nishan Sahib each year.

Question Number		Indicative content
16 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	<p>Candidates may present a simple, descriptive response. Candidates may argue that:</p> <ul style="list-style-type: none"> • Guru Gobind Singh joined the Khalsa and a Sikh should follow the example of the Guru.
Level 2	3-4	<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may contrast:</p> <ul style="list-style-type: none"> • the Guru Granth Sahib does not say that you must join the Khalsa with • Sikhs saints are invariably part of the Khalsa.
Level 3	5-6	<p>Candidates may focus on the evaluative part of the question setting out evidence and reasons to support the view that only members of the Khalsa are really Sikh. Candidates may argue that:</p> <ul style="list-style-type: none"> • a Sikh is a disciple that follows the example of their Guru and therefore should join the Khalsa • only the Khalsa are required to wear the 5 Ks that are iconic for Sikhs • Sikhism as an independent religion would not survive if the Khalsa identity did not.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on the idea of a 'true Sikh'. They are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may argue that:</p> <ul style="list-style-type: none"> • a person could follow every verse of the Guru Granth Sahib making them a 'true Sikh' but not join the Khalsa • the Guru Granth Sahib does not say that you should not join the Khalsa • joining the Khalsa demonstrates and amplifies commitment to the Sikh way of life • there are members of the Khalsa who perform actions that are contrary to the teachings of the Guru Granth Sahib and therefore un-Sikh-like.

New Testament

Question Number		Indicative content
17 (a)	(i)	Examine either the teachings of Jesus concerning riches (Luke's Gospel) or examine the meaning of the sayings 'I am the Bread of Life' and 'I am the gate for the sheep' (Fourth Gospel). (21)
Indicative content Candidates who examine only one saying can reach a ceiling of level two.		
Level	Mark	AO1
Level 1	1-5	At this level: <ul style="list-style-type: none"> for Luke, candidates are likely to rely on a narrative re-telling of one or more key teachings, such as the analogy of the rich man and the eye of the needle or the parable of Lazarus and the rich man. For the Fourth Gospel, candidates are likely to make a simple claim about the context or basic meaning of the sayings.
Level 2	6-10	At this level: <ul style="list-style-type: none"> for Luke, candidates are likely to show a basic awareness of issues such as not loving God and money, or the difficulties for discipleship of dependence on wealth, illustrated by a simple reference to a parable or block of teaching; for the Fourth Gospel, candidates may put the sayings into their general context with some simple reference to their meanings and relationship to Jesus' ministry, but they are likely still to rely on re-telling the textual narrative.
Level 3	11-15	At this level: <ul style="list-style-type: none"> for Luke, candidates are likely to offer some discussion of the teachings and deal with more developed ideas regarding the problems posed by wealth and appropriate use of wealth; parables and blocks of teaching are likely to be used in a more developed manner; for the Fourth Gospel, candidates may typically show a greater understanding of the context of the sayings, including their Jewish background and their meaning based on Old Testament references and views of scholars.
Level 4	16-21	At this level: <ul style="list-style-type: none"> for Luke, candidates are likely to highlight the gospel's key teaching on wealth and poverty, drawing on a range of ideas and examples, but without relying on narrative; important issues such as the impossibility of reconciling discipleship with love of money and of understanding the difference between material and spiritual wealth are likely to be drawn out; for both gospels, the best answers will set material against the background of contemporary Judaism and show an awareness of scholarship; for the Fourth Gospel, the meaning of the sayings will typically be placed firmly in context, including ideas of Jesus as the only way to salvation, OT background and the significance of symbolism.

Question Number		Indicative content
17 (b)	(i)	What do either the raising of the widow's son and the calming of the storm (Luke's Gospel) or the healing of the lame man and the raising of Lazarus (Fourth Gospel) reveal about the character of Jesus' ministry (21)
Indicative content Candidates who examine only one miracle/sign can reach a ceiling of level two.		
Level	Mark	AO1
Level 1	1-5	At this level: <ul style="list-style-type: none"> • candidates for both Luke and the Fourth Gospel are likely to rely on a re-telling of the narrative although they may show a basic understanding of the reasons for Jesus performing miracles.
Level 2	6-10	At this level candidates may typically show a simple awareness of the significance of the miracles and their place in the relevant gospel: <ul style="list-style-type: none"> • they may tackle only one incident, or simply re-tell the story, but in more detail; • some evidence of an awareness of the background issues and context is likely at this level.
Level 3	11-15	At this level: <ul style="list-style-type: none"> • candidates are likely to display accurate knowledge and understanding of the miracles within their context in the gospel and show how they relate to the teaching of Jesus, not just to the circumstances around the event; • the underlying messages of the incidents are likely to be examined, for example, the significance of trust in Jesus in Luke, or the acceptance of Jesus and awareness of his identity for the Fourth Gospel; • some scholarly views may be utilised.
Level 4	16-21	At this level: <ul style="list-style-type: none"> • candidates are likely to highlight important issues such as power, authority and the response of different characters to Jesus; • for the Fourth Gospel, candidates are likely to understand the role the signs play in revealing who Jesus is; • for Luke, candidates are likely to identify the significance of Jesus, who will be raised from the dead, prefiguring his own resurrection, and as the one in whom the disciples must place their trust in difficult times; • use of scholarship and an awareness of the whole gospel will be typical.

Question Number		Indicative content
17(b)	(ii)	Comment on the view that the miracles of Jesus were the most important feature of his ministry. (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates may offer a simple evaluation of or comment on Jesus' miracles, without drawing significantly on the issue of whether they were the most important feature of his ministry.
Level 2	3-4	At this level: <ul style="list-style-type: none"> • candidates may typically display a basic evaluation of these miracles, but they are likely still to have failed to draw out the full implications of whether they were the most important feature of Jesus' ministry; • they may make reference to other miracles/signs in the appropriate gospel to support their views.
Level 3	5-6	At this level: <ul style="list-style-type: none"> • candidates may typically show a greater awareness of the role of miracles in Jesus' ministry, perhaps by reference to their Christological nature; • they may increasingly draw on material from elsewhere in the gospel and some evaluation of the claim is likely to be evident; • some suggestions may be made as to what else, if anything, may also be the most important feature of his ministry.
Level 4	7-9	At this level: <ul style="list-style-type: none"> • candidates are likely to offer some clear assessment of the role of miracles and their significance in his ministry overall; • they may make reference to God's authority, to the implicit challenge to the authorities, and the crucial way in which miracles are used in conflict scenes in the gospels; • use of scholars is likely to be confident; • balanced evaluation of the claim is likely to be evident including a clear reference to the wording of the question.

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

Question Number		Indicative content
18 (a)	(ii)	To what extent was Jesus' teaching on prayer and praise or his conversations with women display different attitudes to those of Judaism? <p style="text-align: right;">(9)</p>
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> • candidates are likely to offer a simple discussion of the importance of prayer and praise or the role of women but without a clear understanding of its context in the teaching of Jesus. They may rely on unsubstantiated generalisations.
Level 2	3-4	At this level: <ul style="list-style-type: none"> • for Luke, candidates are likely to evaluate basic teaching and make some reference to the views of Judaism; • for the Fourth Gospel, candidates are likely to attempt a basic evaluation of women's roles in Judaism, but may still make some errors and generalisations.
Level 3	5-6	At this level: <ul style="list-style-type: none"> • it is likely that candidates will begin to draw out the significance of how and why Jesus' teaching may have been 'different'; • for Luke, candidates are likely to make some evaluation of Jesus' teaching compared with that of Judaism, highlighting some similarities and differences; • for the Fourth Gospel, they are likely to offer a range of viewpoints, drawing on the evidence of the gospel as well as the two named incidents.
Level 4	7-9	At this level: <ul style="list-style-type: none"> • candidates are likely to include an extended evaluation of Jesus' teaching or the conversations, without re-telling of narrative, repetition of material from (i) or generalisation; • some fuller understanding of OT background and Jewish context is likely to be evident; • scholarly views are likely to emerge; • candidates are likely to give a balanced response to the question, suggesting how significant this difference may be in relation to the gospel as a whole, to Jesus' hearers, the early church, or Christians today.

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

Question Number		Indicative content
18 (b)	(ii)	Comment on the view that the role of John the Baptist was of special importance to the ministry of Jesus. (9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: <ul style="list-style-type: none"> it is likely that candidates may make some simple narrative reference to John the Baptist in the gospel.
Level 2	3-4	At this level candidates are likely to show a greater awareness of the role of John the Baptist: <ul style="list-style-type: none"> for Luke, candidates may make reference to his role as herald of the Messiah; for the Fourth Gospel, candidates may identify him as the Witness.
Level 3	5-6	At this level: <ul style="list-style-type: none"> candidates are likely to show some understanding of the role of John the Baptist in relation to Old Testament prophecy and the coming of Jesus; for Luke, reference may be made to his death; for the Fourth Gospel, candidates may allude to his claims about Jesus' superior role.
Level 4	7-9	At this level: <ul style="list-style-type: none"> candidates are likely to be draw a conclusion about the relative importance of John the Baptist to Jesus' ministry; they may refer to occasions when Jesus speaks of him; they may refer to his continuing importance after his death, and even after the death of Jesus; they may consider that his role as herald/witness was only of limited value, as Jesus' ministry spoke for itself.

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Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
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Order Code US039875 Summer 2014

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