

Mark Scheme (Results)

Summer 2016

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

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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
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3	<p>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 3: 11 marks sufficient accurate and relevant knowledge to show a sound awareness of the issue; information organised to present a clear structure; some key features identified; reference to some key ideas and concepts; expressed clearly using technical terms occasionally</p> <p>Mid Level 3: 12-13 marks breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features identified with some elaboration; showing understanding of some key ideas and concepts; expressed clearly and accurately using technical terms</p> <p>High Level 3: 14-15 marks a good range and/or detail of appropriate knowledge; presented in a mainly coherent structure; significant features explained for emphasis and clarity; showing basic but clear knowledge of some key ideas and concepts; expressed clearly and accurately using technical terms appropriately</p>	11-15
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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
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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 only one of experience or analogy 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 about experience of order.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • examples of experience in the design argument • an example of analogy in the design 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"> • the role of experience in the design argument • the function of analogy in the design argument • basic ideas about the importance of these terms in this context.
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"> • types of concepts associated with experience and analogy • the importance of experience within the early stages of the argument • the importance of analogy as a strategic turning point in the argument • scholarly contributions to this topic.

Question 1a (ii)		
	(ii)	If candidates examine only one of experience and analogy they cannot normally proceed to level 3. (9)
Level	Mark	A02
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two problems with the design argument.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • views about the limitations of experience • a view about the limitations of analogy.
3	5-6	Levels Descriptor
		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 reasons why experience is argued to be a weak feature • an argument why analogy is problematic • the impact of these views on the overall weaknesses of the design argument.
4	7-9	Levels Descriptor
		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 both experience and analogy are the weakest features of the design argument • alternative views about the weaknesses of experience • arguments to uphold the strength of analogy • scholarly discussions about this topic.

Question 1b (i)		
	(i)	If candidates examine fewer than 3 concepts they cannot normally proceed to level 3. If they examine more than 3 read all the material and credit the best 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 causation in the world.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • an account of the cosmological argument • the role of experience in this 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"> • one or more examples of the cosmological argument • the importance of causation in the world and its importance in these argument • the importance of movement and its importance in these arguments.
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"> • importance of the selected concepts as basic to the cosmological argument • the reason why these are basic to an understanding of the explanatory force of these arguments • arguments to support these concepts leading to necessary existence • scholarly opinion.

Question 1b (ii)			
	(ii)	If candidates only examine one challenge they cannot normally proceed to level 3. If they comment on more than 2 read all and credit the best material.	(9)
Level	Mark	AO2	
1	1-2	Levels Descriptor	
		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	Levels Descriptor	
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • views about the problems of interpretation of the evidence • possible challenges from science. 	
3	5-6	Levels Descriptor	
		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 experience of this world to the cause of everything • problems about the interpretation of experience • arguments about weaknesses concerning necessary existence. 	
4	7-9	Levels Descriptor	
		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 effectiveness of views about the limitations of inductive reasoning • the effectiveness associated with logical problems with the structure of these arguments • alternative positions which argue against these challenges • scholarly comments on these issues. 	

Question 2a (i)		
	(i)	(21)
Level	Mark	A01
1	1-5	Levels Descriptor
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two examples of problems caused by suffering.
2	6-10	Levels Descriptor
		<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • a few ideas about the meaning of suffering • suffering in the context of belief in an all-powerful God.
3	11-15	Levels Descriptor
		<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • some views about the nature of the problem of suffering • natural evil and God as all-powerful • omniscience and the realities of unmitigated horrors.
4	16-21	Levels Descriptor
		<p>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:</p> <ul style="list-style-type: none"> • some types of suffering that show strong evidence against the existence of God • natural evil and its injustices leading to the view that there is no omnipotent God • moral evil and problems with the beliefs in the omnipotence of God • scholarly opinion.

Question 2a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two solutions in a simple manner.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • an Augustinian approach with notions of privation of the good • interpretation of the 'fall' and free will.
3	5-6	Levels Descriptor
		<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"> • advantages of Augustinian solution, including the misuse of free will • advantages of Irenaeus and the reasons for suffering • the possible limitations of these solutions.
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 debate:</p> <ul style="list-style-type: none"> • the claim that there are convincing solutions to the problem of suffering • the significance of the strengths of at least two solutions • the importance of weaknesses of the selected solutions • the overall status of the arguments with a justifiable conclusion.

Question 2b (i)		
	(i)	If a candidate does not examine three reasons they cannot proceed to level 3. If they examine more than 3 then read all and credit the best material. (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. Candidates may give an account of: <ul style="list-style-type: none"> • one or two basic ideas about miracles • one or two reasons to believe in miracles presented in a simple manner.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • two definitions of the concept of miracle • evidence of an event whose cause is hidden • reason to believe some events are linked to attributes of God.
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 meaning using key scholars such as Aquinas, Hume and Wiles • philosophical points about this range of meaning such as the importance of the context of the reasons and their empirical basis • reasons to believe in miracles, using scholars where relevant • scholarly opinion including ideas about probability and interpretation of experience.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two weaknesses associated with miracles.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • problems with belief in miracles including interpretation of evidence • ideas about the difficulties of some definitions.
3	5-6	Levels Descriptor
		<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"> • significant problems with definitions of miracle • some of Hume's criticisms • moral problems with a God who can perform miracles.
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 debate:</p> <ul style="list-style-type: none"> • the overall strength of reasons to believe in miracles • the serious weaknesses of these reasons • the probability that belief in miracles is false • scholarly opinion which judges these conflicting claims and formulates a justifiable conclusion.

Ethics

Question Number		Indicative content
3 (a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level candidates are likely to draw on a limited range of material:</p> <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	<p>At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel:</p> <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 strong theory, but the answer is still likely to be dependent on basic details of the theory.
Level 3	11-15	<p>At this level:</p> <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 strong some consideration of its background and influences may emerge.
Level 4	16-21	<p>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:</p> <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 strengths it is likely that candidates 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 (a)	(ii)	(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 strengths are outweighed by criticisms are 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 (a) 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 criticisms 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 value of the theory.
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"> • a range of criticisms will be identified and used as the basis of a genuine attempt at evaluation; • 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
3 (b)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level candidates are likely to draw on a limited range of material:</p> <ul style="list-style-type: none"> it is unlikely they will have any clear understanding of the wider context of Situation Ethics and may depend on a simple statement of one or two key features.
Level 2	6-10	<p>At this level, candidates may struggle to fluently identify and express key features of the theory and the answer may have a disjointed feel:</p> <ul style="list-style-type: none"> they may explain the application of <i>agape</i> and/or the rejection of absolute rules some association with the teaching of Jesus may be made.
Level 3	11-15	<p>At this level:</p> <ul style="list-style-type: none"> candidates may offer a wider range of features of Situation Ethics without dealing with them in depth some consideration of the background to and influences on the theory may emerge at this level they may consider the Fletcher's working principles and presuppositions.
Level 4	16-21	<p>At this level candidates are likely to be able to identify a significant range of features of Situation Ethics, or to explore a narrower range at some depth:</p> <ul style="list-style-type: none"> they may consider the work of Dietrich Bonhoeffer and/or Paul Tillich and their influence on Situation Ethics candidates are likely to display more detailed knowledge and understanding of the theory within its social, cultural and religious context they may deal in detail with the idea of Jesus as a situation ethicist especially in his dealings with the Scribes and Pharisees for Situation Ethics, candidates may consider the contribution of J A T Robinson to Situation Ethics in the UK.

Question Number		Indicative content
3 (b)	(ii)	(9)
Indicative content		
Level	Mark	AO2
Level 1	1-2	At this level: candidates may offer a simple evaluation of Situation Ethics.
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"> • candidates may consider whether the primacy of <i>agape</i> is a key to the theory's value • at the top of this level candidates may demonstrate some awareness of the philosophical principles of the theory and how well they continue to be valuable in ethical decision making.
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 theory has survived challenges: <ul style="list-style-type: none"> • candidates may consider a range of problems raised by their chosen theory and whether they are greater than possible value • they may offer some argument in continued support of their chosen theory • they are likely to attempt to reach a conclusion in terms of relative strengths and weaknesses of the theory.
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"> • a range of strengths and weaknesses will be identified and used as the basis of a genuine attempt at evaluation; • 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 candidates are likely to avoid falling back on extensive case study material.

Question Number		Indicative content
4(a)	(i)	(21)
Indicative content		
Level	Mark	AO1
Level 1	1-5	<p>At this level, candidates are likely to address a very limited range of ideas associated with Just War:</p> <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	<p>Candidates at this level are likely to refer to a narrow range of ideas associated with Just War:</p> <ul style="list-style-type: none"> candidates may struggle to relate 'justify' 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	<p>Candidates at this level are likely to show a good understanding of a range of approaches to Just War:</p> <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	<p>At this level candidates are likely to be able to deal confidently with a range of issues associated with the Just War Theory:</p> <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)	(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 making specific reference to the wording of the question:</p> <ul style="list-style-type: none"> • they may raise issues of conscience and changing social attitudes to war • consideration may be given of 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)	If candidates do not examine 2 dilemmas they cannot normally proceed to level 3. If they examine more than 2, read all and credit the best material. (21)
Indicative content		
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 description of one or two dilemmas in sexual ethics without clear examination of the problems posed.
Level 2	6-10	At this level: <ul style="list-style-type: none"> • narrative and/or simplistic case study may still be evident • candidates may make some attempt may be made at identifying the broader problems which constitute a dilemma – e.g. an issue for which there is no clear resolution
Level 3	11-15	At this level: <ul style="list-style-type: none"> • candidates' use of narrative and/or case study is likely to be illustrative rather than anecdotal • they are likely to be able to comment on the various positions which may be offered regarding these issues, identifying how they are thus dilemmas • some reference to scholarly principles and contributions may be made.
Level 4	16-21	At this level, candidates will typically avoid basic case study, and deal with the problems raised by two dilemmas in a scholarly manner. <ul style="list-style-type: none"> • they may consider the contribution of sacred texts and other religious authorities • the role of conscience, faith and obedience to a religious way of life may be considered • specific problems of particular dilemmas in contemporary society may be clearly addressed • candidates are likely to be able to distinguish clearly between 'problems' and 'dilemmas'.

Question Number		Indicative content
4 (b)	(ii)	(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 claim about the difficulties which arise in solving dilemmas in sexual ethics with little understanding of the value of religious belief.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may offer one or more examples of religious responses to dilemmas in sexual ethics • some case study material may be used to support their answer. Some repetition from (i) may be evident.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> • they are likely to show a clear understanding of the implications of the question and offer some balanced evaluation • they may show some understanding of the implications of the appeal to religious beliefs in the modern world • they may make specific reference to religious teaching or to ethical theory as means of resolving these dilemmas.
Level 4	7-9	<p>At this level, candidates are likely to demonstrate a clear understanding of the implications of the question:</p> <ul style="list-style-type: none"> • they are likely to offer a balanced argument taking into account the strengths and weaknesses of the claim • they may offer one or more religious solutions to a relevant dilemma or dilemmas • some reference to scholars may be evident • at this level candidates will offer a mature evaluation of these issues.

Buddhism

Question 5a (i)			
	(i)	If candidates do not examine <u>two</u> topics they cannot proceed to level 3. If they examine more than 3 read all and credit the best material.	(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 general features of the background to the Buddha. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • a few basic features of some beliefs • some Hindu practices in a simple manner. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • key features from the selected topics • pertinent ideas from the topics and their influence on the Buddha • the significance of the selected topics on 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"> • key thinkers who influenced the development of the selected topic • the significance of key ideas and features from the topics • those features which are of seminal importance for the Buddha • scholarly opinion concerning the range and diversity within these topics and their varied influence. 	

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two biographical incidents.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • some examples of the Buddha's positive reaction • some illustrations of the Buddha's critical reaction.
3	5-6	Levels Descriptor
		<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"> • examples of acceptance and rejection • ways in which the Buddha refined these influences • the differences between these influences and the Buddha's approach.
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 debate:</p> <ul style="list-style-type: none"> • evidence and reasons for the Buddha's adaptation of some of these influences • evidence and reasons for the Buddha's critical response to some of these influences • the notion of 'reaction' indicating the status of the Buddha as independent of particular contexts • the distinctive approach of the Buddha in the light of these influences.

Question 5b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two biographical features from the life of the Buddha.
2	6-10	Levels Descriptor
		<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • the early luxurious life of the Buddha • the contrast with the ascetic period.
3	11-15	Levels Descriptor
		<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • the Middle Way in relation to the contrasts between luxury and asceticism • links between the enlightenment and the Middle Way • role of meditation.
4	16-21	Levels Descriptor
		<p>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:</p> <ul style="list-style-type: none"> • an analysis of the Middle Way as a basis for understanding the life of the Buddha • key features of the notion of the Middle Way including enlightenment • the Middle Way as a different category from biography but interpreted as transcendent • scholarly opinion regarding the understandings of the Middle Way.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two features of meditation.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • some basic characteristics of the Middle Way • a view about the significance of the enlightenment.
3	5-6	Levels Descriptor
		<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"> • the context of the enlightenment in Hindu thought • a few distinctive features of the Buddha's enlightenment • the implications for an understanding of the Middle Way.
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 debate:</p> <ul style="list-style-type: none"> • the context at the time of the Buddha for the notion of the Middle Way • significant features of the Middle Way such as a way leading to nirvana and why this may be seen as a new development • an alternative interpretation in which the Buddha is regarded as fully embedded in his religious, social and political context • scholarly contributions to this discussion.

Question 6a (i)		
	(i)	Candidates cannot normally proceed to level 3 if they examine fewer than 3 refuges. (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 descriptive features of some of the Refuges.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • taking Refuge in the Buddha in a simple manner • a few features of life in the Sangha.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • some key features of the Buddha as a Refuge • a few relevant details of the Dharma as a Refuge • important features of the Sangha as a Refuge.
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 Three Refuges within Theravada Buddhism • the importance of the these Refuges • the significance of these refuges for the laity • scholarly contributions to these ideas.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two queries Buddhist may have about the Sangha.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • the sense of reliance on the Sangha • a few ideas about escapism.
3	5-6	Levels Descriptor
		<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"> • challenges raised by some interpretations of the Buddha • some evidence of questionable practices in some Sangha communities • some doubts raised about the relevance of parts of the Dharma.
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 debate:</p> <ul style="list-style-type: none"> • some challenges raised in some Buddhist communities compared to challenges elsewhere in the world • the dependency of the Sangha on the laity and the view that the laity may be classified as a type of Sangha • some queries about the meaning and sense of some teachings in the Dharma such as the emphasis on meditation and its stress on subjectivity • some scholarly contributions to these issues.

Question 6b (i)		
	(i)	If candidates do not examine 3 purposes they cannot normally proceed to level 3. If they examine more than 3 read all the material and credit the best 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 descriptive features about meditation.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • a few important details of one type of meditation • some characteristics of a second type of meditation.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • some key terms associated with meditation such as jhana • one or two significant features of samatha meditation • one or two key ideas about the purposes of vipassana 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 three purposes with reference to: <ul style="list-style-type: none"> • the context of meditation in the eightfold path and how this may influence its purposes • the relationship between meditation and wisdom and morality • the purposes of meditation in terms of enlightenment and its impact in understanding the four noble truths • scholarly contributions to this topic.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two ideas about meditation within Buddhism.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • the role of meditation in the life of the Buddha • the idea about the importance of meditation in the four noble truths • the place of meditation in the noble eight-fold path.
3	5-6	Levels Descriptor
		<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"> • the significance of meditation in the life of the Buddha • importance of meditation for both laity and Sangha • significance of meditation in understanding the four noble truths.
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 debate:</p> <ul style="list-style-type: none"> • the reasons why meditation may be important to Buddhists • the issue whether meditation is of overriding importance to Buddhists • alternative responses such as the status of the Buddha and the perennial significance of the Dharma • scholarly opinions on this issue of meditation.

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 in their chosen period.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • about key figures of the time and their view of Jesus • concerning main debates about the nature/work of Jesus of the time.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different teachings in a more systematic way: <ul style="list-style-type: none"> • they may identify areas of debate or controversy • they may highlight significant differences in teachings in that period • they may be aware of conclusions or outcomes of these debates.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: <ul style="list-style-type: none"> • present a more detailed analysis of the controversy/debate • discuss the more theological implications of these differences in teachings • show a coherent understanding of the impact of these teachings on future Christians • discuss modern scholarship/Church teaching regarding these issues.

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 teaching of the period presented.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • about the importance of Jesus and his work • explaining the significance of Jesus for Christians 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 from the time studied • debate whether the work is more significant than the Person • demonstrate a clear understanding of this significance today.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • an analysis of the Person and work of Jesus as presented in the teachings of the period presented affecting Christians today • considering modern Church teaching in the light of these teachings • contrasting alternative positions • reaching a balanced conclusion based on clear reasoned argument.

Question Number		Indicative content
7 (b)	(i)	If candidates examine more than one context read all the material and credit the best one.
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account of : <ul style="list-style-type: none"> the life and work of Jesus without reference to a specific context.
Level 2	6-10	Candidates may identify some key ideas about: <ul style="list-style-type: none"> one context such as the Reformation or Nazi Germany main contributors in this period such as Calvin or Bonhoeffer from these contexts.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different teachings in a more systematic way and may: <ul style="list-style-type: none"> use more detailed material regarding the teachings from the chosen context link the contributors to their context more directly examine the life and work of Jesus in conjunction more in this context.
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 views of Calvin on 'Christ as mediator' or Bonhoeffer on Jesus as the revelation and 'humiliation' of God later development of the key ideas of the teachings examined from the chosen context.

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"> claim these teachings are significant for Christians today with little development.
Level 2	3-4	Candidates may clarify a basic argument and may: <ul style="list-style-type: none"> present some evidence of significance of these teachings for Christian practice today refer to examples of the teachings of the period being used by the Church today.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> review a wider context of the significance of the key teachings for today present a view regarding the extent to which they are/are not significant today refer to the views of scholars.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> presenting a more sustained argument for the view presented regarding the significance or not of these key teachings analysing alternative conclusions utilising the views of scholars to justify a particular conclusion presenting and justifying a conclusion of their own.

Question Number		Indicative content
8 (a)	(i)	
Indicative content		
Level	Mark	AO1
Level 1	1-5	Candidates may present a basic account: <ul style="list-style-type: none"> • of creation.
Level 2	6-10	Candidates may identify some key ideas: <ul style="list-style-type: none"> • about God creating order out of chaos • regarding creating out of nothing.
Level 3	11-15	Candidates are likely to be able to deal clearly with these beliefs in a more systematic way: <ul style="list-style-type: none"> • they may consider the debates culminating in the Nicene creed • they may consider the relationship between Creator and creation • they may consider the role of humans in this context.
Level 4	16-21	Candidates are likely to show evidence of selecting and adapting material in order to present a coherent answer. They may: <ul style="list-style-type: none"> • draw out the ideas of the power and authority of God • examine the goodness of creation and humanity's role of stewardship more thoroughly • reflect on the artistry of creation revealing the nature of God • refer to 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"> • that God as Creator reveals God's power.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • that humans can know God's love through creation • relationship with God is possible because of/via creation.
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"> • the ideas of God as personal and the notions of salvation through Jesus • the belief that God as personal is central to Christian thought • the work of Buber as highlighting this importance.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. Typically this may be achieved by: <ul style="list-style-type: none"> • debating that one belief is more important than the other • considering the alternative position or that they may be equally important • using the work of modern scholars • reaching a justified conclusion.

Question Number		Indicative content
8(b)	(i)	If candidates deal with only 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"> • baptism in one denomination.
Level 2	6-10	Candidates may identify some key practices about : <ul style="list-style-type: none"> • different forms of baptism in two denominations • baptism as infant or believer's.
Level 3	11-15	Candidates are likely to be able to deal clearly with the different practices in a more systematic way and may examine: <ul style="list-style-type: none"> • symbolism of the practices in more detail • practices of immersion or sprinkling in baptism • differences within 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: <ul style="list-style-type: none"> • present a detailed analysis of the differences in practices of baptism • explain the terminology of baptism in different denominations • consider the importance of aspects of the practice of baptism in each denomination regarding notions of salvation.

Question Number		Indicative content
8 (b)	(ii)	
Indicative content		
Level	Mark	AO2
Level 1	1-2	Candidates may present a simple argument: <ul style="list-style-type: none"> • about the practices of baptism in different denominations.
Level 2	3-4	Candidates may clarify a basic argument: <ul style="list-style-type: none"> • about the meaning of these practices in different denominations.
Level 3	5-6	Candidates may focus on the evaluative part of the question. Typically candidates may: <ul style="list-style-type: none"> • suggest baptism has greater meaning in some denominations than others in relation to salvation • debate the place of faith in baptism.
Level 4	7-9	Candidates are likely to display explicit evidence of argument focused on the question. They may evaluate: <ul style="list-style-type: none"> • the extent to which difference in practice reflects difference of belief • different views on how significant the differences are for Christian belief • the views of modern scholars • various positions and reach a justifiable conclusion.

Hinduism

Question 9a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two descriptive features of the Indus Valley culture.
2	6-10	Levels Descriptor
		<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • some basic features of the Indus Valley culture • a simple account of the importance of this culture.
3	11-15	Levels Descriptor
		<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • some archaeological features which may be linked to future developments • possible links with some rituals • possible continuity with selected beliefs.
4	16-21	Levels Descriptor
		<p>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:</p> <ul style="list-style-type: none"> • possible continuity linked to demographic movements • the view that there is evidence of continuity in terms of selected practices • significance of apparently shared beliefs about selected deities and life after death • scholarly contributions to this topic.

Question 9a (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two examples of religious artefacts associated with this period.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • a range of features linked to this culture • simple ideas about problems of evidence.
3	5-6	Levels Descriptor
		<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"> • some views about the interpretation of evidence • some debates about the meaning of selected archaeological discoveries • certain practices that are more prominent than others at different periods in the development of Hinduism.
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 debate:</p> <ul style="list-style-type: none"> • alternative accounts given the problems of interpretation and very different contexts between this culture and later periods • the different roles and beliefs associated with selected deities • the complex intertwining of beliefs and practices through the development of Hinduism • scholarly opinions on these issues.

Question 9b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor

	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two descriptive features of the Vedic period.
6-10	Levels Descriptor
	<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • a basic account of one or two features of this period • simple notions of key ideas linked to beliefs or practices.
11-15	Levels Descriptor
	<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • key features of this period • some important aspects of either beliefs or practices • a few significant ideas linked to beliefs or practices.
16-21	Levels Descriptor
	<p>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:</p> <ul style="list-style-type: none"> • the context of the selected beliefs or practices • selected beliefs or practices in a well organised manner • an analysis of significant ideas related to beliefs or practices • scholarly contributions.

Question 9b (ii)		
	(ii)	(9)
Level	Mark	AO2
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 examples of the influence of the Vedic period.
2	3-4	<i>Levels Descriptor</i>
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • evidence of the importance of some beliefs in selected deities • reference to the importance of some practices.
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"> • those beliefs which continue to be influential • notions of orderliness and its significance across Hinduism • selected customs and practices that continue to be significant.
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"> • evidence for the authority of the Veda • reasons why this authority continues • a range of views linked to the claim that the Veda is particularly important • scholarly debates on this issue.

Question 10a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two general features of yoga.
2	6-10	Levels Descriptor
		<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • one or two basic practices associated with yoga • simple links with selected beliefs.
3	11-15	Levels Descriptor
		<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • meaning and significance of key terms • some key practices of yoga • a few links with important teachings.
4	16-21	Levels Descriptor
		<p>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:</p> <ul style="list-style-type: none"> • the context of yoga highlighting the role of Hindu practices • key yogic practices linked to teachings • the significance of the relationship between practices and teachings • scholarly contributions.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two features of yogic practices.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • some ideas about practices such as physical control • notions about mental culture.
3	5-6	Levels Descriptor
		<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"> • a few aims of yogic practices • the reason why physical and mental control may be important • a basic view about the status of practices vis-a-vis teachings.
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 debate:</p> <ul style="list-style-type: none"> • the significance of practices across yogic traditions • reasons why practices may be more important than teachings • alternative viewpoints such as the inseparability of practice and teaching • scholarly opinions.

Question 10b (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two narrative details associated with either Krishna or Rama.
2	6-10	Levels Descriptor
		<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • key features of either figure • a few basic ideas about related beliefs.
3	11-15	Levels Descriptor
		<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • important features associated with either figure • selected beliefs associated with either figure • the significance of key terms and ideas.
4	16-21	Levels Descriptor
		<p>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:</p> <ul style="list-style-type: none"> • the emphases of selected beliefs associated with either Krishna or Rama • different interpretations of either of these two figures and different roles of avatar traditions • emphases of beliefs linked to a range of Hindu traditions • scholarly contributions.

Question 10b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two descriptive features associated with Sakti.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • the role of Sakti in worship • background to the goddess tradition within Hinduism.
3	5-6	Levels Descriptor
		<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"> • characteristic emphases of devotion to Sakti • important beliefs associated with this tradition • influence on the role of women.
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 debate:</p> <ul style="list-style-type: none"> • context of Saktism in earlier literature including a supreme deity • the considerable range and differences of the Sakti traditions • significance of Sakti for devotees in terms of equality within ritual and the social implications • scholarly opinions.

Islam

Question 11a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two biographical features.
2	6-10	Levels Descriptor
		<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • a few basic ideas about Muhammad as prophet • his rejection of selected practices.
3	11-15	Levels Descriptor
		<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • some contextual diverse beliefs and practices and their influence on Muhammad • social and historical features at this time and their impact on Muhammad • reasons for early persecution of Muhammad.
4	16-21	Levels Descriptor
		<p>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:</p> <ul style="list-style-type: none"> • some contextual influences of selected beliefs on some distinctive emphases of Muhammad • distinctive features of prophecy with analysis of important terms • distinctive themes associated with this Makkan period of prophecy • scholarly opinion.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features about Makkah.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • some ideas about revelation given to Muhammad in Makkah • the significance of Muhammad's later teachings and work compared to Makkah.
3	5-6	Levels Descriptor
		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 role of contextual influences on Muhammad and their limited significance in his subsequent career • the significance of Makkah in subsequent Islam thought and practice • the significance of later periods in the life of Muhammad such as the hijrah and Muhammad as statesman.
4	7-9	Levels Descriptor
		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 arguments and evidence related to the significance of Makkah • the significance of prophecy and of revealed teachings during this Makkan period • the distinctive stress on tawhid and the impact of this on all Islamic belief and practice • the strategic importance of the ummah as seen later in Muhammad's life.

Question 11b (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 biographical features.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • the context of persecution • key features of the hijrah.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the significance of the social and religious aspects during this period linked to the importance of the hijrah • the contrasts between Makkah and Madinah focused on the hijrah • the significance of the dating of the hijrah.
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 reasons why the hijrah may be seen at the turning point in Muhammad's life • the status of Muhammad as prophet and statesman • significance of hijrah related to ummah and to theocracy • scholarly contributions.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two biographical features.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • views about Muhammad as leader • important features about the Muslim community in Madinah.
3	5-6	Levels Descriptor
		<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"> • political controversies and tribal groups • ideological controversies with various religious traditions • controversies associated with relationships between Makkah and Madinah.
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 debate:</p> <ul style="list-style-type: none"> • some reasons and evidence for key controversies during the in Madinah • controversies associated with theocracy and the foundation of Islamic key beliefs and practices linked to this period • debates about battles • scholarly contributions to this topic.

Question 12a (i)			
	(i)	Candidates cannot normally proceed to level 3 if they examine fewer than 3 emphases. If they examine more emphases read all the material and credit the best 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 about belief in Allah. 	
2	6-10	Levels Descriptor	
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • key features associated with belief in Allah such as Creator • the importance of the one God. 	
3	11-15	Levels Descriptor	
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • tawhid and the significance of this emphasis on related beliefs • Allah and revelation and key emphases • emphases on Allah as Judge and human behaviour. 	
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"> • context of these selected four beliefs about Allah • the significance of the selected four beliefs about Allah for the Six beliefs • the four key emphases and their significance on Muslim belief and views about shirk • scholarly opinion. 	

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two descriptive accounts of Muslim practice.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • one or two implications for practice as seen in salat • one or two implications as seen in hajj.
3	5-6	Levels Descriptor
		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"> • selected exemplars from the Six beliefs based on beliefs about Allah • and significant examples from relevant aspects from the Five Pillars based on beliefs about Allah • variations across Islam of these implications.
4	7-9	Levels Descriptor
		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"> • significant implications of these emphases about Allah for Muslim practice • the importance of submission in this context and debates arising from this • potential problems associated with these emphases on Muslim practice and possible solutions • scholarly contributions to these issues.

Question 12b (i)		
	(i)	If candidates examine fewer than three teachings 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 descriptive features of some of these Pillars.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • a basic understanding of some features of these Pillars • a selection of some teachings linked to these Pillars.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the key features of these three Pillars • the identification of selected teachings associated with these Pillars • some examples of key teachings.
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"> • context of these Pillars and their distinctive emphases • the key teachings associated with them • reasons and evidence why these teachings are important and their inter-relationships • scholarly opinion.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		Candidates may present a simple, descriptive response. Candidates may refer to: <ul style="list-style-type: none"> • one or two features of about submission.
2	3-4	Levels Descriptor
		Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward: <ul style="list-style-type: none"> • beliefs about submission • the role of these Pillars related to submission.
3	5-6	Levels Descriptor
		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"> • ways in which these Pillars exemplify submission • the importance of these Pillars related to submission • the respective and similarity of roles in highlighting the importance of submission.
4	7-9	Levels Descriptor
		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 these three Pillars are equally important as being essential to submission • alternative views to the claim that these of equal importance • diversity of practices and views across selected Islamic traditions • scholarly contributions to this debate.

Judaism

Question 13a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two biographical features of Rashi.
2	6-10	Levels Descriptor
		<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • a simple account of Rashi's work • a basic account of Rashi's school.
3	11-15	Levels Descriptor
		<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • key features of Rashi's work • significant features of his school • the importance of the Torah and the Talmud.
4	16-21	Levels Descriptor
		<p>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:</p> <ul style="list-style-type: none"> • the context of the rabbinic background and the importance of the Torah and the Talmud • the correct compilation of Jewish Law • the importance of commentaries • scholarly opinion.

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

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two descriptive features of the diaspora.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • an historical perspective of the diaspora • a geographical understanding of this topic.
3	5-6	Levels Descriptor
		<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"> • the importance of rabbinic traditions • focus on Jewish traditions and customs • examples of persecution.
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 debate:</p> <ul style="list-style-type: none"> • the importance of the context such as Talmud, rabbinic methods and Greek philosophy • the impact in Jewish thought such as key emphases such as the Land of Israel, chosen people • relations with other cultures and religious traditions and significance for Jewish thought • scholarly contributions.

Question 13b (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 about Maimonides.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • key events in his life and his travels • a simple introduction to his teachings.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • the importance of teachings about God • the emphasis on the Law of Sinai and views of prophecy • relationships with Islam and impact on its teachings.
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"> • influence of Rabbinic traditions, importance of scripture, Moses and Torah • important themes in the Thirteen Principles • interfaith issues and philosophical emphases • scholarly opinion.

Question 13b (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two aspects of the importance of Maimonides.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • a few ideas about the status of Maimonides • some basic ideas about the significance of his thought.
3	5-6	Levels Descriptor
		<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"> • the range of his works • his characteristic emphases and their lasting significance • his contributions to Jewish theology.
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 debate:</p> <ul style="list-style-type: none"> • the views about the significance of Maimonides for Jews in his own time • his seminal contributions to Rabbinic thinking • the range of his interests, including philosophy and reason • scholarly contributions.

Question 14a (i)		
	(i)	(21)
Level	Mark	AO1
1	1-5	Levels Descriptor
		<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • one or two features of Orthodox Judaism.
2	6-10	Levels Descriptor
		<p>Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of:</p> <ul style="list-style-type: none"> • a few characteristic teachings of Orthodox Judaism • a basic understanding of tradition.
3	11-15	Levels Descriptor
		<p>Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • the status of the Torah • the importance of tradition with Orthodox Judaism • revelation to the chosen people.
4	16-21	Levels Descriptor
		<p>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 the key ideas. Candidates may examine:</p> <ul style="list-style-type: none"> • the importance of the correct tradition within Orthodox Judaism • the significance of preservation and transmission of the Torah • importance of authority within Orthodox tradition • scholarly contributions.

Question 14a (ii)		
	(ii)	(9)

Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two debates about Orthodoxy.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • the importance of tradition and preservation • basic reactions of Orthodoxy to changes.
3	5-6	Levels Descriptor
		<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"> • a few views across Jewish traditions about revelation • examples of interpretations about different beliefs across Jewish traditions • Orthodox responses to these views.
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 debate:</p> <ul style="list-style-type: none"> • reasons why there may be beliefs about revelation as a continuous process in some Jewish traditions • reasons why Orthodoxy affirms the divine basis of its tradition • different approaches to this issue within Orthodox Judaism • scholarly views.

Question 14b (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 Reform Judaism.
2	6-10	Levels Descriptor
		Candidates may identify some relevant information showing a basic awareness. Candidates may give an account of: <ul style="list-style-type: none"> • a basic account of Reform beliefs • a simple overview of Reform practices.
3	11-15	Levels Descriptor
		Candidates are likely to select and show an understanding of a relevant knowledge presented in a generally coherent structure. Candidates may examine: <ul style="list-style-type: none"> • a contrast between Reform practices and Orthodox Judaism • characteristic emphases within Reform Judaism on home and social practices • Reform's responses to modernity.
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 nature of Reform Judaism's contributions to diversity • views that some of these contributions are more significant than others • a few well-chosen case studies of more contemporary contributions to diversity • scholarly opinion.

Question 14b (ii)		
	(ii)	(9)
Level	Mark	AO2
1	1-2	Levels Descriptor
		<p>Candidates may present a simple, descriptive response. Candidates may refer to:</p> <ul style="list-style-type: none"> • one or two examples of Reform practices.
2	3-4	Levels Descriptor
		<p>Candidates may show a partial awareness of evidence with limited argument. Candidates may put forward:</p> <ul style="list-style-type: none"> • Reform views about social practices • Reform's views about worship.
3	5-6	Levels Descriptor
		<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"> • a few examples of links between Reform and more recent beliefs including scientific advances • some examples of Reform's contributions to changes in various customs including gender issues • a view about the success of Reform's links to modernity.
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 debate:</p> <ul style="list-style-type: none"> • the success or otherwise of Reform's attempts to bring Judaism into line with modern ways of thought • the success or otherwise of Reform's adaptation to a range of customs • alternative approaches such as Orthodoxy's stance towards to modernity • scholarly views.

Question Number		Indicative content
15 (a)	(i)	(21)
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> the clash between Hinduism and Islam.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of background ideas and practices. Candidates may give an account of:</p> <ul style="list-style-type: none"> the influence of Sufism in South Asia the Sant movement.
Level 3	11-15	<p>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:</p> <ul style="list-style-type: none"> textual comparisons that connect Guru Nanak to his religious context distinctive ideas, such as the superiority of the householder to the ascetic life or the equality of women distinctive practices such as langar, that show Guru Nanak's independence from his context.
Level 4	16-21	<p>Candidates are likely to show evidence of selecting and adapting material, including the work of scholars, 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:</p> <ul style="list-style-type: none"> the collection of, and response to, hymns from preceding mystics the work of McLeod asserting the existence of a Sant movement the work of Muslim and other scholars showing his connection with Islamic ideas the work of Sikh scholars that point to the originality and uniqueness of Guru Nanak's thought.

Question Number		Indicative content
15 (a)	(ii)	(9)
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, such as the Japji, 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 which he debated with the Siddhas • his creation of Kartarpur to give flesh to his idea.
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 each Guru is equally important • the argument that Guru Nanak started many features of the Sikh way of life today and is therefore the most important • the argument that Guru Gobind Singh is more important as he created the Khalsa.
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 and the work of scholars. Candidates may argue that:</p> <ul style="list-style-type: none"> • Guru Nanak 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)
Level	Mark	AO1
Level 1	1-5	<p>Candidates may present a limited and unstructured account. Candidates may describe:</p> <ul style="list-style-type: none"> • how during the Guruship of Guru Arjun the text was compiled.
Level 2	6-10	<p>Candidates may identify some relevant information showing a basic awareness of the process of compilation. Candidates may give an account of:</p> <ul style="list-style-type: none"> • how Sikhs express the status of Guru in relation to the Granth • the finalisation of the text by Guru Gobind Singh.
Level 3	11-15	<p>Candidates are likely to select and show an understanding of a range of knowledge presented in a generally coherent structure. Candidates may examine:</p> <ul style="list-style-type: none"> • the ceremonial role of the Guru Granth Sahib in the diwan as the living Guru • the process of compilation as detailed in Janam Sakhis • the transmission of texts from Guru to Guru culminating in the Guru Granth Sahib as detailed by Professor Sahib Singh.
Level 4	16-21	<p>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:</p> <ul style="list-style-type: none"> • its unique ceremonial status compared to the status of the Dasam Granth • its status in relation to guidance compared with the Sikh Rehit Maryada as a manual of daily practice • scholarly debate about the treatment of variant texts, such as those of the Minas • debates about the ragmala.

Question Number		Indicative content
15 (b)	(ii)	(9)
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"> • Sikhs treat it as a living 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"> • Omissions from the Guru Granth Sahib such as the panj kakke and several daily prayers • Sikh belief in the infallibility of the Guru Granth Sahib.
Level 3	5-6	<p>Candidates may set out reasons for a range of views as well as supporting their conclusion and using some technical language. Candidates may examine:</p> <ul style="list-style-type: none"> • the importance of janamsakhis indicating how the Gurus may be role models for Sikhs • the role of the Rahit Maryada in clarifying gurdwara protocols • the need for the Guru Granth Sahib to be interpreted and, therefore, differing schools of thought regarding, for example, the consumption of meat.
Level 4	7-9	<p>Candidates are likely to display explicit argument. Candidates are likely to display a careful analysis of alternative views supported by reasoned argument. Candidates may examine:</p> <ul style="list-style-type: none"> • the status of Khalsa Panth as Guru • divergence in interpretation, for example, between Missionary Colleges and the Sant Samaj • the continuing importance of the Gurus as role models • the increasing accessibility of the Guru Granth Sahib in English for purposes of study.

Question Number		Indicative content
16 (a)	(i)	(21)
Level	Mark	AO1
Level 1	1-5	Candidates may present a limited and unstructured account. They may describe: <ul style="list-style-type: none"> • kirtan.
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 • 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"> • Kirtan in everyday life as well as the gurdwara • Nit Nem • sewa in the gurdwara 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"> • listening to and singing kirtan in the gurdwara • private devotion as involving meditation to cultivate virtues • repetition of mantras interpreted as devotion • discussion aimed at understanding in order to improve practice interpreted as devotion.

Question Number		Indicative content
16 (a)	(ii)	(9)
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 set out in provisions of 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 teaching that God should be remembered 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 kirtan • the importance of sewa • the importance of cultivating virtue.
Level 4	7-9	<p>Candidates are likely to display explicit evidence of argument focused on an appraisal of the importance of Nit Nem as a form of worship. 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"> • performing Nit Nem ensures regular remembrance of God • Nit Nem prayers contain important teachings about God and how to connect with Him • the teachings of Nit Nem include the importance of other forms of worship such as cultivating virtue • setting aside the ego is the most important form of worship.

Question Number		Indicative content
16 (b)	(i)	(21)
Level	Mark	AO1
Level 1	1-5	<p>Candidates may offer a limited range of isolated facts such as:</p> <ul style="list-style-type: none"> • it explains how ceremonies are to be performed in the gurdwara.
Level 2	6-10	<p>Candidates may offer a more coherent account based on accurate and relevant information such as:</p> <ul style="list-style-type: none"> • it stipulates the Nit Nem • it explains the fundamental principles that should inform a Sikh way of life.
Level 3	11-15	<p>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:</p> <ul style="list-style-type: none"> • that standard equipment that is required at a gurdwara • its unequivocal statements regarding the status of the Guru Granth Sahib • the prescribed order of activities in the gurdwara.
Level 4	16-21	<p>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:</p> <ul style="list-style-type: none"> • personal obligations, such as learning to read • communal obligations, such as organising sewa • national obligations, such as avoiding social relationships such as marriage with certain specified groups • procedures for governing the Khalsa commonwealth, such as dispute resolution procedures.

Question Number		Indicative content
16 (b)	(ii)	(9)
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 is a role model and he was part of the khalsa.
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 silence of the Guru Granth Sahib on the need to join the khalsa with the fact that • Sikh saints and scholars recommend joining it to follow the footsteps of the Guru.
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 should follow the example of the last living Guru and therefore should join the khalsa • only the khalsa are required to wear the 5 Ks thereby keeping the symbols and tools alive • Sikhism survives as an independent religion due to the unique khalsa identity.
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 can be a true Sikh by following only the Guru Granth Sahib • the Guru Granth Sahib does not say that you should not join the khalsa • joining the khalsa demonstrates and increases commitment to the Sikh way of life • there are members of the khalsa who perform actions that are contrary to teachings of the Guru and are therefore not 'true Sikhs'.

New Testament

Question Number		Indicative content
17 (a)	(i)	(21)
Indicative content Candidates who examine only one saying cannot normally proceed to Level 3.		
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to rely on a narrative retelling 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	<p>At this level:</p> <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's ministry, but they are likely still to rely on re-telling the textual narrative.
Level 3	11-15	<p>At this level:</p> <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	<p>At this level:</p> <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.
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Question Number		Indicative content
17 (a)	(ii)	(9)
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to offer confessional teaching, but it will typically lack depth and useful comment, whilst for the Fourth Gospel, candidates may discuss the context of the sayings with little or no reference to background or the views of scholars.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates are likely to offer some discussion about the implied criticism of those who consider themselves superior because of their wealth or social status for the Fourth Gospel, candidates may offer some general comment on Jesus' relationship with the authorities, and the implication that he has come to replace Judaism and its promises.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> for Luke, candidates will typically highlight issues of the nature of Jesus' challenge to the traditional Judaism concerning its attitude to riches for the Fourth Gospel, candidates may offer a broader discussion of the issues, including charges of blasphemy criticism of the authorities, use of the Old Testament and replacement theology; for both gospels, candidates may consider how Jesus' hearers reacted to these teachings/sayings.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> views of scholars are likely to be used with confidence; candidates may highlight how Jesus' teaching reflected and fulfilled scripture and prophecy they may consider how the early church responded to these teachings/sayings they may consider the relevance of these teachings/sayings to modern Christians.

Question Number		Indicative content
17 (b)	(i)	Candidates who only examine one miracle or sign cannot normally proceed to level 3. If they examine more than 2, read all and credit the best 2. (21)
Level	Mark	AO1
Level 1	1-5	At this level: <ul style="list-style-type: none"> • candidates may offer a simple evaluation of or comment on Jesus' miracles/signs, without drawing significantly on the issue of whether or why they are important or significant.
Level 2	6-10	At this level: <ul style="list-style-type: none"> • candidates may typically display a basic evaluation of the chosen miracles/signs, but they are likely still to have failed to draw out their full implications • they may make reference to other miracles/signs in the appropriate gospel.
Level 3	11-15	At this level: <ul style="list-style-type: none"> • candidates may typically show a greater awareness of the role of miracles/signs in the gospel, perhaps by reference to their Christological nature • they may increasingly draw on material from elsewhere in the gospel and some understanding of the connection between the miracles/signs may be evident • some suggestions may be made as to how far Jesus' miracles/signs distinguished him from other Jewish charismatics, such as Honi the Circle Drawer.
Level 4	16-21	At this level: <ul style="list-style-type: none"> • candidates are likely to offer some clear assessment of the role of miracles/signs and their significance in his ministry overall • they may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracles or signs are used in conflict scenes in the gospels • use of scholars and background knowledge is likely to be confident; • some awareness of the differences between key features and teachings may be shown.

Question Number		Indicative content
17(b)	(ii)	(9)
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may offer a simple evaluation of or comment on Jesus' miracles/signs, without drawing significantly on the issue of whether they are vital to understanding the whole gospel.
Level 2	3-4	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may typically display a basic evaluation of these miracles/signs, with some simple reference to scholarship • they are likely still to have failed to draw on the implications of their role in the gospel or they miss the implications of the term 'vital'.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> • candidates may typically show a greater awareness of the role of miracles/signs in the gospel, perhaps by reference to their Christological nature • they may draw on material from elsewhere in the gospel to support their answers • some evaluation of the claim is likely to be evident.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer some clear assessment of the role of miracles/signs and their significance in the gospel tradition overall; • they may make reference to God's authority, to the implicit challenge to the authorities, and the way in which miracle are used Christologically in the gospels • on the other hand, they may consider whether other aspects of gospel teaching were more 'vital' than the miracles/signs • some evaluation of the claim is likely to be evident.

Question Number		Indicative content
18(a)	(i)	If only one conversation with women in the Fourth Gospel candidates cannot usually proceed to level 3. If more than 2 read all and credit the best material (21)
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 meetings. 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 meeting 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 meetings 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 meetings 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)	(9)
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> • candidates are likely to offer a simple discussion of the importance of Jesus' teaching on worship 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	<p>At this level:</p> <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	<p>At this level:</p> <ul style="list-style-type: none"> • It is likely that candidates will begin to draw out the significance of 'vital' • 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	<p>At this level:</p> <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 far they consider these teachings/episodes 'vital' in relation to the gospel as a whole, to Jesus' hearers, the early church, or Christians today.

Question Number		Indicative content
18 (b)	(i)	(21)
Level	Mark	AO1
Level 1	1-5	<p>At this level:</p> <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	<p>At this level:</p> <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	<p>At this level:</p> <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	<p>At this level:</p> <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)	(9)
Level	Mark	AO2
Level 1	1-2	<p>At this level:</p> <ul style="list-style-type: none"> it is likely that candidates may make some simple narrative reference to Holy Spirit in the gospel.
Level 2	3-4	<p>At this level candidates are likely to show a greater awareness of the role of the Holy Spirit:</p> <ul style="list-style-type: none"> For Luke, candidate may make reference to the descent of the spirit at Jesus' baptism for the Fourth Gospel, candidates may refer to the promised sending of the paraclete to aid the disciples after Jesus' death.
Level 3	5-6	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to show some understanding of the role of the Holy Spirit in relation to the Old Testament and the power of Jesus for Luke, reference may be made to the sermon in the synagogue at Nazareth for the Fourth Gospel, candidates may allude to the role of the paraclete as 'another counsellor'.
Level 4	7-9	<p>At this level:</p> <ul style="list-style-type: none"> candidates are likely to be draw a conclusion about the relative importance of the Holy Spirit to discipleship for Luke, they may refer to Jesus' sending out of the 70/72; they may refer to the Holy Spirit's continuing importance after Jesus' death and in the early church for the Fourth Gospel, they may consider the use of water as a symbol for the spirit.

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