

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in Religious  
Studies (6RS03) Paper 01  
Developments

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

[www.pearson.com/uk](http://www.pearson.com/uk)

June 2015

Publications Code UA042532

All the material in this publication is copyright

© Pearson Education Ltd 2015

## 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 3: Developments**

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 question's 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 data-bbox="289 401 1170 548">Some relevant knowledge deployed as evidence or examples to show a basic understanding of some of the issue(s) raised by the task, though limited in scope and imprecisely expressed.</p> <p data-bbox="289 579 1170 758">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 data-bbox="289 789 1170 999">Low Level 1: 1 mark shows limited awareness of issue(s) raised by the task; evidence or example(s) are tangential to the task; knowledge selected as evidence or examples is random, isolated and minimal in scope; expression lacks clarity, but the response is not worthless</p> <p data-bbox="289 1041 1170 1209">Mid Level 1: 2 marks shows a limited but clear awareness of the issue(s); some of the evidence or example(s) given are relevant to the task; knowledge selected is fragmentary, but contains valid material; expression is imprecise</p> <p data-bbox="289 1251 1170 1430">High Level 1: 3-4 marks shows a basic understanding of the issue(s); evidence or example(s) are mostly relevant to the task; knowledge selected is accurate and appropriate but limited in scope; expression has some limited clarity but remains imprecise</p>	1-4

- 2 A sufficient range of evidence and/or examples to show understanding of some key ideas or concepts, but limited in terms of the scope of the task; communicated with a sufficient degree of accuracy to make the meaning clear. 5-9

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.

Low Level 2: 5 marks

shows a simple but straightforward awareness of some of the issue(s); supported by suitable and relevant evidence or example(s); knowledge selected to show awareness of some key ideas or concepts; expression lacks clarity but the overall meaning is accessible

Mid Level 2: 6-7 marks

shows a clear awareness of some of the issue(s); supported by some well-chosen and pertinent example(s) or evidence; knowledge selected shows basic understanding of some key ideas or concepts; expressed with some accuracy to make the meaning clear

High Level 2: 8-9 marks

shows a basic understanding of the issue(s); supported by relevant and carefully chosen evidence or examples; knowledge selected shows a sound understanding of some key ideas or concepts, but limited in terms of the scope of the task; expressed with sufficient accuracy to make the meaning clear

- 3 Relevant evidence and examples used to produce a clearly structured response to the task, offering sufficient breadth and/or depth to indicate a broad understanding of the main issue(s); expressed clearly and accurately, using some technical terms. 10-14

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.

Low Level 3: 10 marks

identifies and shows a general understanding of some of the main issue(s); uses relevant evidence and examples as the basis for an organised response to the task; knowledge selected shows some evidence of breadth and/or depth of understanding; a generally clear account using some technical terms

Mid Level 3: 11-12 marks

shows a broad and/or in depth understanding of some of the main issue(s); an organised response to the task deploying evidence and examples carefully; knowledge selected shows sufficient evidence of breadth and/or depth of understanding; expressed clearly using some technical vocabulary

High Level 3: 13-14 marks

offers a broad and/or in depth understanding of the main issue(s); evidence and examples selected to produce a well-organised account; knowledge includes detail and/or general ideas; expressed clearly and accurately using technical vocabulary

- 4 A coherent response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to show a clear understanding of the main issue(s) raised; expressed accurately and fluently, and using a range of technical vocabulary. 15-18

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.

Low Level 4: 15 marks

presents a generally clear understanding of the main issue(s); a well organised account with a range of evidence and examples to support understanding; draws together broad and/or detailed ideas into a generally concise structure; expressed clearly using technical language

Mid Level 4: 16 marks

presents explanations to show understanding of the main issue(s); a range of examples and relevant evidence are deployed to give a clear and concise structure; understanding is shown by fluency in the use of appropriate ideas and concepts; expressed accurately and clearly using technical language widely

High Level 4: 17-18 marks

a comprehensive response to the task; with a clear focus and emphasis on explaining and developing the main issues; supported by a range of examples and evidence to show breadth and/or depth of understanding; a clear and concise structure built around key ideas; expressed lucidly, using technical vocabulary with facility



## Assessment Objective 2

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

Level	Descriptor	Marks
1	A simple awareness of some of the issue(s) raised in the task, typically shown at a descriptive level through limited arguments for and/or against alternative approaches; leading to a largely unsubstantiated point of view; imprecisely expressed.	1-3
2	An attempt to offer a limited response to some of the issue(s) raised in the task, typically by reference to alternative approaches; a point of view supported by limited evidence or argument; communicated with a sufficient degree of accuracy to make the meaning clear.	4-6
3	A structured attempt to offer an evaluation of the main issue(s) raised by the task, based on an analysis of alternative approaches, typically by reference to appropriate sources; a point of view supported by evidence and argument; expressed clearly and accurately using some technical terms.	7-9
4	A coherent response to the task, in which scholarly opinion and careful analysis support a critical evaluation of the issue(s) raised; a point of view expressed accurately, fluently and using a range of technical vocabulary, and supported substantially by evidence and reasoning.	10-12

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

Question 1a			
	(i)		(18)
	(ii)	(12)	
Level	Mark	AO1	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two ideas of Anselm.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few basic ideas about the ontological argument</li> <li>• a brief mention of a strength.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a selection of key ideas about the ontological argument</li> <li>• a few ideas about the existence of God</li> <li>• some strengths of the argument.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the significant strengths of the ontological argument including ideas about necessary existence</li> <li>• variations of the argument focusing on the development of its strengths such as the work of Plantinga and Malcolm</li> <li>• distinctive features of these arguments highlighting their unique strengths including <i>a priori</i> reasoning</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02 Candidates may relate this part to (i) but there is no requirement to do so.</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two notions of atheism.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a basic account of atheism</li> <li>• a simple statement of support for atheism.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• key features of arguments for atheism</li> <li>• some accounts of evidence to support atheism</li> <li>• some strengths and weaknesses of atheism.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• types of atheism and their respective strengths</li> <li>• selected critiques of atheism</li> <li>• the various meanings associated with existence and non-existence of God</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 1b</b>			
	(i)	<b>If candidates examine one or two ideas/features they cannot normally proceed to level 3. If they examine more than three read all the material and credit the best three ideas/features.</b>	<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>A01</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some descriptive accounts of religious experience.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic account of religious experience</li> <li>• a simple link with beliefs about the existence of God.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• important ideas/features in the argument based on religious experience</li> <li>• their implications as arguments for the existence of God</li> <li>• the contributions of philosophers to these topics.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the fundamental ideas/features within arguments for the existence of God such as the links between empirical perceptions and religious experience</li> <li>• the reasons and evidence which underpin these ideas/features as being fundamental to arguments for the existence of God such as the principles of credulity and testimony</li> <li>• the assumptions and key stages in arguments for the existence of God based on religious experience using these fundamental ideas/features</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few strengths of religious experiences.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a basic account of some strengths of this argument</li> <li>• limited view of some weaknesses of this type of argument.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• a range of the strengths of these arguments for the existence of God</li> <li>• possible criticisms of some arguments</li> <li>• a basic understanding of the role of explanations in this context.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• key concepts associated with the term 'a simpler explanation'</li> <li>• the ways in which religious experience relates to explanations for the universe</li> <li>• the strength of these arguments compared to alternative solutions</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 2a</b>			
	(i)	<b>In order to proceed beyond level 2 candidates must show evidence of a compare and contrast answer.</b>	<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>A01</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about life after death.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic summary of the two selected beliefs</li> <li>• a simple and basic comparative answer.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the key ideas of the selected topics</li> <li>• themes which highlight significant features</li> <li>• a selection of points used in a comparative answer.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key similarities and differences between the selected topics in an explicit manner</li> <li>• the significance of this comparative method showing some features are more important than others</li> <li>• the implications of a comparative study in relation to the context of these beliefs</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<p><b>Levels Descriptor</b></p> <p>Candidates may mention some relevant ideas but without clarification. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• a few problems related to belief on life after death.</li> </ul>
2	4-6	<p><b>Levels Descriptor</b></p> <p>Candidates may clarify some arguments/interpretations in a straightforward manner such as:</p> <ul style="list-style-type: none"> <li>• a basic criticism against belief in life after death</li> <li>• a simple account of the problem of evidence.</li> </ul>
3	7-9	<p><b>Levels Descriptor</b></p> <p>Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include:</p> <ul style="list-style-type: none"> <li>• basic reasons not to believe in life after death</li> <li>• problems of evidence</li> <li>• a consideration of basic grounds to believe in life after death.</li> </ul>
4	10-12	<p><b>Levels Descriptor</b></p> <p>Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may discuss:</p> <ul style="list-style-type: none"> <li>• reasons and evidence not to believe in life after death</li> <li>• the cumulative and coherent force of this position</li> <li>• an assessment of grounds to believe in life after death</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 2b</b>		
	(i)	(18)
	(ii)	
		(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few features of religious language.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic understanding of a few features of religious language</li> <li>• one or two problems with religious language.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some significant features of religious language</li> <li>• weaknesses associated religious language</li> <li>• basic reasons to reject religious language.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some key reasons why some philosophers reject religious language</li> <li>• some underlying principles for this rejection such as criteria selected as a test for meaningfulness</li> <li>• philosophical traditions associated with the rejection of religious language</li> <li>• scholarly contributions to this topic.</li> </ul>



<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few descriptive ideas about the uses of religious language.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• ideas about the uses of religious language</li> <li>• a basic view about the value of these uses.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• examples of different uses of religious language</li> <li>• notions that some of these may be reasonable</li> <li>• a basic criticism of the view that religious language may have uses.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• reasons to support the view that religious language has justifiable uses</li> <li>• the view that these uses are significant</li> <li>• alternative positions and their strengths</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

## Ethics

Question Number		Indicative content
<b>3 (a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified one or more key features of deontology, such as duty or the categorical imperative, and case studies may be used descriptively.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have correctly identified a further range of key features of deontology, such as the <i>a priori</i> synthetic nature of the theory, or the Good Will, but at a limited level in terms of length and depth and with little analysis of those features;</li> <li>• case studies may still be used descriptively rather than analytically.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to focus more on analysing the key features of deontology, for example by identifying a strength or weakness of its characteristics ;</li> <li>• candidates may consider the role of relevant religious or social thinking behind the theory;</li> <li>• case studies will be used more analytically, if at all.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to present an extensive account of the theory, demonstrating a clear understanding of its principles</li> <li>• they may refer comparatively to other theories to draw out their understanding of the chosen theory;</li> <li>• case studies, if used, will be applied analytically</li> <li>• use of modern and classical scholars is likely to be evident, for example the W D Ross' notion of <i>prima facie</i> duties as a way of contextualising the categorical imperative.</li> </ul>

Question Number		Indicative content
<b>3 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to struggle to express a view as to whether deontology has lasting value and may make uncertain steps in applying their material to this concept.</li> </ul>
<b>Level 2</b>	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express a view regarding the lasting value of deontology, for example, that the concept of duty continues to be relevant in many ethical contexts.</li> <li>• they are likely to come to a simple conclusion, showing an awareness of alternative view, such as the problem of conflicting duties, possibly referring specifically to the wording of the question.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered one or more opinions as to the relative lasting value of deontology, showing some understanding of the particular demands of moral decision making, not just theorising ;</li> <li>• a fuller appreciation of the implications of the phrase 'lasting value' may be apparent;</li> <li>• conclusions are likely to be based on a balanced assessment of evidence.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered clear opinions as to the lasting value of Deontology;</li> <li>• contributions of key scholars are likely to be offered in drawing a conclusion;</li> <li>• candidates are likely to have fully appreciated the implications of the phrase 'lasting value' rather than simply 'value';</li> <li>• personal opinion is likely to inform a balanced conclusion.</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
Level 1	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified one or more key features of the chosen ethical theory, such as the primary precepts of Natural Moral Law, or the concept of virtuous character in Virtue Ethics, and case studies may be used descriptively.</li> </ul>
Level 2	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have correctly identified a range of key features of the chosen theory but at a limited level in terms of length and depth and with little or no understanding of the broader ethical principles;</li> <li>• case studies may still be used descriptively rather than analytically.</li> </ul>
Level 3	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to focus on the key features of their chosen theory, possibly still from the angle of content of the particular theory but with more attention to the conceptual issues arising from the moral philosophical approach;</li> <li>• candidates may consider the religious thinking behind the theory;</li> <li>• case studies will be used more analytically, if at all.</li> </ul>
Level 4	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to present an extensive account of their chosen theory, for example, for Natural Moral Law, demonstrating a clear understanding of principles of absolutism, <i>a priori</i> ethics, and moral realism based on, or influenced by, religious or non-religious views of the world, the concept of duty, morality as accessible to all humans through use of reason;</li> <li>• for Virtue Ethics, they may consider the concepts of human flourishing, <i>eudaimonia</i> and the Golden Mean;</li> <li>• candidates are likely to have a clear grasp of the notion of ethical thinking and reasoning;</li> <li>• use of modern and classical scholars is likely to be evident.</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have given one or more strengths or weaknesses of their selected theory but with little or no consideration of their relative value in terms of whether it is helpful in dealing with contemporary moral dilemmas.</li> </ul>
<b>Level 2</b>	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express a view regarding the strengths and weaknesses of their chosen theory;</li> <li>• they are likely to arrive at a simple conclusion, possibly referring to the wording of the question.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered one or more opinions as to the relative strengths and weaknesses of their chosen theory;</li> <li>• a clearer understanding of the wording of the question is likely to be evident;</li> <li>• candidates' responses are likely to be supported by the views of scholars.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered clear opinions as to whether their chosen theory is helpful in dealing with contemporary moral dilemmas, with well used exemplars;</li> <li>• they are likely to make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion;</li> <li>• the wording of the question will be clearly in focus;</li> <li>• the value of alternative theories may be offered by way of contrast.</li> </ul>

Question Number		Indicative content
<b>4 (a)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show some simple knowledge of the concepts but it will be undeveloped and lack scholarly reference.</li> <li>• for example, they may identify the meaning of key terms or identify one or more understandings of justice.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show some knowledge and understanding of the concept in its broader context, but are likely to be dependent on simple illustrations;</li> <li>• candidates may make simple reference to one or more scholars such as Plato or Rawls .</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate accurate theoretical and practical material;</li> <li>• more detailed reference to the work of appropriate scholars may be made;</li> <li>• some case studies may be used with more discursive, than descriptive, value.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a full knowledge and understanding of the chosen concept;</li> <li>• extensive reference is likely to be made, where appropriate, to relevant scholars and theoretical approaches;</li> <li>• practical examples and likely to be used against a scholarly background, such as the work of Bentham or Charles Colson;</li> <li>• use of case studies will enhance, not detract from, the theoretical concepts discussed.</li> </ul>

Question Number		Indicative content
4 (a)	(ii)	(12)
Indicative content		
Level	Mark	AO2
Level 1	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may make a simple descriptive observation about the issues raised by subjectivism for punishment.</li> </ul>
Level 2	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may consider the problems subjectivism raises for punishment;</li> <li>• use may be made of a simple case study or personal opinion.</li> </ul>
Level 3	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may consider how far, and for what reasons, punishment should be influenced by subjectivism;</li> <li>• they may consider the notion that punishment must be an objective concept;</li> <li>• consideration may be made of how far subjectivism allows for interpretation and renewal.</li> </ul>
Level 4	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to offer well considered conclusions as to the value of the relationship between punishment and subjectivism;</li> <li>• conclusions are likely to be supported by substantiated personal opinion and/or use of scholars;</li> <li>• candidates may consider the role of punishment in society;</li> <li>• they may apply some use of ethical theories to the concepts in order to reach a conclusion.</li> </ul>

Question Number		Indicative content
<b>4(b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level: <ul style="list-style-type: none"> <li>• candidates may make the observation that ethical language deals with attempts to define what is 'good'.</li> </ul>
<b>Level 2</b>	5-9	At this level: <ul style="list-style-type: none"> <li>• they may consider attempts to identify 'good' as a natural property;</li> <li>• candidates may raise the problem of the naturalistic fallacy.</li> </ul>
<b>Level 3</b>	10-14	At this level: <ul style="list-style-type: none"> <li>• candidates may consider realist and anti-realist ways of interpreting the use of ethical language;</li> <li>• candidates may explore the role of intuitionism;</li> <li>• use may be made of appropriate examples in an critical manner.</li> </ul>
<b>Level 4</b>	15-18	At this level: <ul style="list-style-type: none"> <li>• candidates may explore the problem of making value judgments;</li> <li>• candidates may consider the problems raised by attempts to verify ethical language claims;</li> <li>• they may consider issues such as prescriptivism and/particularism;</li> <li>• case studies and examples are likely to be used critically and candidates are likely to make good use of well chosen scholars.</li> </ul>



Question Number		Indicative content
<b>4 (b)</b>	<b>(ii)</b>	(12)
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level, : <ul style="list-style-type: none"> <li>• they may consider the success or otherwise of one way of refuting the claim, such as adopting an entirely non-cognitive view of language.</li> </ul>
<b>Level 2</b>	4-6	At this level: <ul style="list-style-type: none"> <li>• for example, they may consider the role of emotivism;</li> <li>• they may refer to ethical language as expressing feelings.</li> </ul>
<b>Level 3</b>	7-9	At this level: <ul style="list-style-type: none"> <li>• they may explore the relationship between logical positivism and emotivism;</li> <li>• they may refer to ethical language as expressing preferences;</li> <li>• they may consider whether this is a valid way to understand what is good.</li> </ul>
<b>Level 4</b>	10-12	At this level: <ul style="list-style-type: none"> <li>• candidates may consider the view that ethical language does not express facts;</li> <li>• they may consider whether ethical language is used persuasively;</li> <li>• they are likely to extend the discussion of the effectiveness of emotivism as a way of understanding ethical claims;</li> <li>• they are likely to draw sustained conclusions about whether, ultimately, the claim can be refuted in these ways.</li> </ul>

## Buddhism

Question 5a		
	(i)	(18)
	(ii)	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about Ashoka.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• key ideas about Ashoka</li> <li>• a few basic ideas about the Edicts.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the emphases within these Edicts</li> <li>• moral and social issues</li> <li>• links with various religious traditions.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the types of Buddhism at this time of Ashoka</li> <li>• meanings linked to dharma in the Edicts and the social welfare scheme</li> <li>• links with various traditions including possibility with Buddhist councils</li> <li>• scholarly contributions to this topic.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few views about Ashoka.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• views about Ashoka and his religious links</li> <li>• type of Buddhism that may be associated with Ashoka.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• different biographical interpretations of Ashoka</li> <li>• emphases of Ashoka compared to some Buddhist teachings and practice</li> <li>• controversies about the legacy of Ashoka.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• different interpretations of significant events in Ashoka's career and his key ideas</li> <li>• controversies about the role of Buddhism in his life and thought</li> <li>• differences of opinion about the spread of Buddhism and his legacy</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 5b</b>			
	(i)		<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few features of Pure Land Buddhism.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic features of Pure Land Buddhism</li> <li>• an account of one or two key figures in this tradition.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• selected prominent teachings of Pure Land Buddhism</li> <li>• some of the contributions of key figures in the tradition</li> <li>• characteristic practices and devotion.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the emergence of Pure Land Buddhism influencing its distinctive emphases</li> <li>• significant emphases such as the grace of Amida and the importance of nembutsu</li> <li>• some distinctive emphases of this school compared to other Buddhist traditions</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some general observations about Mahayana.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• basic views about Zen Buddhism</li> <li>• simple differences with Pure Land Buddhism.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• key ideas about Pure Pure Land compared to Zen</li> <li>• key differences such as tariki compared to jiriki</li> <li>• contrasts between the teachings of key figures in each tradition.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the extent of differences between Pure Land Buddhism and Zen in terms of beliefs and practices</li> <li>• the extent of the differences between key figures across both traditions leading to differences between sub-divisions within each tradition</li> <li>• potential links between the two traditions such as a basis in the Buddha and a shared world view</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 6a</b>		
	(i)	
	(ii)	
		<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some ideas about 'no self'.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few basic ideas of anicca</li> <li>• basic ideas about anatta.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context anatta in the three signs of being</li> <li>• important emphases in anatta</li> <li>• links between anatta and fundamental Buddhist teachings.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the coherence between anicca, anatta and dukkha</li> <li>• the context of anatta in teachings about meditation and liberation</li> <li>• underlying ideas linked to anatta such as the significance of a causal process within Buddhist teachings</li> <li>• scholarly contributions to this topic.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few simple ideas about Nagasena.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a basic summary between Nagasena and Milinda</li> <li>• one or two problems raised about anatta.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• some queries posed by Milinda about anatta</li> <li>• some responses by Nagasena</li> <li>• a view about these responses.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the significance of key emphases in the debates between Milinda and Nagasena on anatta</li> <li>• strengths and weaknesses of the various points of view about anatta</li> <li>• an evaluation of the claim that these debates provide sound answers to debates about anatta</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 6b</b>			
	(i)		<b>(18)</b> <b>)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas linked to the Bodhisattva doctrine.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• an account of some Bodhisattvas</li> <li>• some basic key beliefs associated with this doctrine.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of the Bodhisattva way and career</li> <li>• important emphases such as transfer of karmic merit</li> <li>• basic views about liberation.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of Mahayana beliefs about liberation linked to the Bodhisattva doctrine</li> <li>• significant emphases in the doctrine such as wisdom coupled with love and the postponement of nirvana</li> <li>• relevant parts of the set text such as the Lotus Sutra</li> <li>• scholarly contributions to this topic.</li> </ul>	



<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few features of Theravada Buddhism and liberation.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• some basic features of Theravada Buddhism and liberation</li> <li>• a few basic ideas of Mahayana Buddhism and liberation.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• key differences between Theravada and Mahayana</li> <li>• important differences between the two traditions and liberation</li> <li>• a discussion between the differences between the arahant and the Bodhisattva.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• fundamental differences between Theravada and Mahayana Buddhism regarding liberation</li> <li>• the extent and the significance of the differences</li> <li>• possible similarities between the two traditions regarding liberation and different emphases within each tradition</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

## Christianity

<b>Question 7(a)</b>		
<b>Level</b>	<b>Mark</b>	<b>AO1</b> <b>Example using the Ecumenical Movement. If candidates examine BOTH then read all and credit the best material.</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features of the development of the selected topic such as: <ul style="list-style-type: none"> <li>the Edinburgh Conference of 1910 and its subsequent strands of Ecumenism.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key contributors or movements within Ecumenism and present facts in a clear but simple manner. Candidates may: <ul style="list-style-type: none"> <li>outline the work of the International Missionary Council</li> <li>explain the role of the Faith and Order Conference of 1927.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. They may comment in more detail on the development of Ecumenism as a result of these groups and they may: <ul style="list-style-type: none"> <li>summarise stages of the development of Ecumenism chronologically</li> <li>focus on themes of Ecumenism that emerged at this time</li> <li>refer to the World Council of Churches as epitomising the development of the Ecumenical Movement.</li> </ul>
4	15-18	<b>Levels Descriptor</b>

		<p>Candidates are likely to have a consistent focus on the demands of the question, highlighting key stages of development and characteristics of the Ecumenical Movement. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the distinctive groups or stages.</p> <p>They may:</p> <ul style="list-style-type: none"><li>• display a contextual understanding of the phenomenon of Ecumenism</li><li>• outline contributing factors to the success or otherwise of the development of the Ecumenical Movement in recent times</li><li>• consider the view that flexibility and agreement on some issues has not guaranteed closer relationships between Churches on others and so it has not developed as far as it may seem</li><li>• present their material in a purposeful manner to address the full scope of the question with reference to scholarly opinion.</li></ul>
--	--	---

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention the impact of this movement but in simple terms. Candidates may: <ul style="list-style-type: none"> <li>• suggest there is clearly more unity in Christianity since 1910 than before.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments suggesting the strength of the impact in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the work of the UK Churches during the Second World War</li> <li>• the continued unity witnessed in Christian Aid week.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the view that this impact has not been as significant as it could. They may: <ul style="list-style-type: none"> <li>• highlight areas of continued hurdles to unity such as the argument over apostolic succession</li> <li>• describe difficulties over themes of justification</li> <li>• comment on issues today over celibacy and marriage for the priesthood in some denominations.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question concerning the status of this movement. Candidates are likely to present a coherent and a sustained critical analysis of key issues and debate so as to build up a coherent and justifiable answer. Candidates may debate: <ul style="list-style-type: none"> <li>• the progress made in unity with the formation of many Ecumenical Movements or groups e.g. the United Reformed Church</li> <li>• closer ties between the Anglican and Roman Catholic Churches on many theological matters</li> <li>• the work of movements such as Taize Prayer in uniting Christians across denominations</li> <li>• the thawing relationship between the Orthodox Churches and the Roman Catholic Church under Pope Benedict XVI</li> <li>• the problems of funding for Ecumenical Movements and Churches Together in the current climate as a hurdle to further unity.</li> </ul>

<b>Question 7(b)</b>		
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features of the life of Bonhoeffer such as: <ul style="list-style-type: none"> <li>• his involvement in the bomb plot.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key elements of his teachings to present but in a simple manner. They may: <ul style="list-style-type: none"> <li>• outline his position against 'cheap grace'</li> <li>• describe his view on obedience to God as central for the life of a believer with a limited knowledge of the demands of the question regarding distinctive teachings.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may: <ul style="list-style-type: none"> <li>• develop the notion of suffering discipleship as found in his teachings</li> <li>• examine his work for the resistance movement in Operation 7</li> <li>• outline his role in supporting the failed bomb plot in relation to his views on pacifism.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. They may display a contextual understanding of these issues and are likely to deploy their material on the contributions of various scholars to show a clear understanding of the distinctive features. Candidates may highlight: <ul style="list-style-type: none"> <li>• key themes found in his Letters and Papers from Prison</li> <li>• what Bonhoeffer meant by 'religionless Christianity'</li> <li>• the centrality of Jesus in his teaching on Jesus as 'The Man for Others'</li> <li>• the example of his work and teaching including his imprisonment and execution as exemplifying his views on suffering discipleship.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention simple statements about the significance of Bonhoeffer such as: <ul style="list-style-type: none"> <li>• he is seen as a modern martyr and continues to be studied today.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some points about his significance in a straightforward manner such as: <ul style="list-style-type: none"> <li>• his assertions about the importance of putting Christianity into practice which has affected the actions of many</li> <li>• his teachings have kept Christianity relevant in an increasingly secular environment.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the view that he has great significance for Christians. Candidates may present a clear and contextual understanding of his teaching and work in Nazi Germany. They may: <ul style="list-style-type: none"> <li>• consider the view that his teachings and example influenced greatly the subsequent Liberation Theology movement</li> <li>• discuss scholarly opinion on how far his life provides a viable role-model for modern Christians in terms of suffering discipleship</li> <li>• debate the legacy of Bonhoeffer's involvement in the failed bomb plot.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question concerning the status of Bonhoeffer's teachings and work. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debate so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• his impact on pacifist thought and direct action</li> <li>• assess the possible misinterpretations of Bonhoeffer's teaching and the challenges of understanding discipleship in today's world</li> <li>• 'religionless Christianity' as a model for Christians in the modern world</li> <li>• the impact of his early death on understanding his theology fully.</li> </ul>

<b>Question 8 (a)</b>		
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features of modern beliefs on the Trinity such as: <ul style="list-style-type: none"> <li>• God reveals himself through the Trinity.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key elements of beliefs about the Trinity to present but in a simple manner. They may: <ul style="list-style-type: none"> <li>• describe one modern belief about the Trinity</li> <li>• present an outline of a second modern belief.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may: <ul style="list-style-type: none"> <li>• develop the notion of the Trinity in detail from one modern thinker's work with reference to a second belief</li> <li>• examine differing notions of the Trinity in modern belief thinking in two or more thinkers in a developed manner</li> <li>• refer in a more sustained manner to notions of 'economic' or 'immanent' Trinity from Rahner or the role of the members of the Trinity in Macquarrie's work.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. They may display a contextual understanding of these issues and are likely to deploy their material on the contributions of various scholars to show a clear understanding of the distinctive features. Candidates may examine in detail: <ul style="list-style-type: none"> <li>• Barth's three modes of self-revealing Trinity and Rahner's unity-in-plurality view including a distinction in order</li> <li>• Schillebeeckx's less Christocentric and more theocentric view and other modern Christian belief about the Trinity in comparison</li> <li>• scholarship and supporting evidence for these positions</li> <li>• a variety of beliefs about the Trinity and their distinctive elements or contexts.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention simple statements about the importance of the Trinity such as: <ul style="list-style-type: none"> <li>its distinctive nature.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some points about the Trinity in a straightforward manner such as: <ul style="list-style-type: none"> <li>its Biblical context</li> <li>the importance of this issue in the Early Church Councils.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the view that the Trinity is central to Christianity today. Candidates may present a clear and contextual understanding of modern belief about the Trinity. They may: <ul style="list-style-type: none"> <li>refer to the position of those who wish to retain the traditional view of the Trinity</li> <li>present a case for no longer needing the Trinitarian view</li> <li>draw comparisons with the oneness of God in the other Abrahamic faiths.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question concerning the centrality of the belief about the Trinity. Candidates are likely to present a coherent and sustained critical analysis of key concepts and debate so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>the impact on inter-faith dialogue of modern belief about the Trinity</li> <li>the centrality of this doctrine in aspects of Christianity in the modern world</li> <li>views suggesting other doctrines are of central importance in Christianity today such as salvation and atonement</li> <li>the views of scholars on this issue.</li> </ul>



**Question 8 (b) Candidates who only examine one teaching/ set text cannot normally proceed beyond Level 2.**

<b>Level</b>	<b>Mark</b>	
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few ideas about the nature of the Church such as: <ul style="list-style-type: none"> <li>• its unity and universal nature.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key points from the set texts and present facts in a clear but simple manner. Candidates may: <ul style="list-style-type: none"> <li>• introduce views about the nature of the Church from more than one of the set texts</li> <li>• describe these views in isolation from each other.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. They may comment in more detail on the teachings of the set texts and they may: <ul style="list-style-type: none"> <li>• show more evidence of knowledge of a range of views</li> <li>• make some effort to contrast these or other positions</li> <li>• include a discussion of the passage from Cyprian focussing on his teaching about the unity of the Church and the significance of bishops in contrast to Luther on the centrality of the Word.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question, highlighting differing views on the nature of the Church from the set texts. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the teachings. They may: <ul style="list-style-type: none"> <li>• present their material in a context</li> <li>• produce a detailed analysis of the teaching in two or more texts</li> <li>• compare and contrast key themes across two or more set texts</li> <li>• discuss the views of scholars on these themes.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention simple statements about the significance of teachings on the Church such as: <ul style="list-style-type: none"> <li>• Christians form the Church so its definition is important.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some points about the significance of this teaching in a straightforward manner such as: <ul style="list-style-type: none"> <li>• these teachings can define different groups of Christians</li> <li>• they may be the basis of dispute between some groups.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the view that these teachings have great significance for Christians. Candidates may present a clear and contextual understanding of the teachings. They may: <ul style="list-style-type: none"> <li>• consider the view that these teachings have influenced the development of Christianity in some cases</li> <li>• discuss scholarly opinion on the impact of these teachings on ecumenism today</li> <li>• debate the legacy of different teachings.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question concerning the status of the teachings in the set texts about the nature of the Church. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debate so as to build up a coherent and justifiable answer, drawing on good use of technical vocabulary. Candidates may: <ul style="list-style-type: none"> <li>• assess the variety of interpretations of the term 'Church' from the set texts and their implications in the modern world</li> <li>• debate the impact of these teachings on discussions over Church leadership</li> <li>• compare the context of these debates fully</li> <li>• deploy the views of scholars effectively.</li> </ul>

## Hinduism

Question 9a			
	(i)	If candidates examine one figure they normally cannot proceed to level 3. If they examine three figures read all the material and credit the best two figures.	(18)
	(ii)	(12)	
Level	Mark	AO1	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some biographical material about one or two figures.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• key biographical about two figures</li> <li>• a few ideas related to these figures.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some basic ideas regarding Hinduism during this period</li> <li>• basic influence on the modern expression of Hinduism from one of these figures</li> <li>• basic influence on the modern expression of Hinduism from a second of these figures.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of Hinduism at this time</li> <li>• the significant features of two of the figures explicitly related to the expression of Hinduism</li> <li>• the diversity of significant features across these expressions of Hinduism</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two features of this period.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• some differences of opinion between the selected figures</li> <li>• different perspectives on Western influences.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• political differences between the selected figures</li> <li>• different emphases about the development of Hinduism arising from these figures</li> <li>• controversies linked the legacies/influences of these figures.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• religious controversies associated with the selected figures</li> <li>• political controversies associated with the selected figures</li> <li>• the strength and weaknesses of these perceived controversies</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 9b</b>			
	(i)	<b>If candidates examine one or two teachings they normally cannot proceed to level 3. If they examine more than three teachings read all the material and credit the best three.</b>	<b>(18)</b> <b>)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few biographical features of Gandhi.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some key features of his life and methods</li> <li>• a basic account of one or two key ideas of Gandhi.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• Gandhi's teachings related to Hindu beliefs</li> <li>• his views about Indian society</li> <li>• Gandhi and political teachings.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the influences on Gandhi's teachings</li> <li>• a selection of fundamental Hindu ideas about human nature</li> <li>• a selection of his ethical, social and political teachings</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• simple features of Gandhi's methods.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the influence of his early life on his views</li> <li>• Gandhi's emphasis on 'welfare for all'.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• Gandhi's work in relation to the caste system</li> <li>• the ways this context influenced his message</li> <li>• the role of non-violence in his life.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• evidence to support the claim that Gandhi's life was his message</li> <li>• contentious aspects of his life coupled with his message</li> <li>• alternative views such as his message transcended the confines of his life given his search for truth and the eternal dharma</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 10a</b>			
	(i)	<b>If candidates examine one term they cannot normally proceed to level 3.</b>	<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about Brahman.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• basic notions of atman</li> <li>• a few beliefs about Brahman.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key views about atman</li> <li>• basic range of beliefs about Brahman</li> <li>• relationship between atman and Brahman.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the diverse contexts of these beliefs</li> <li>• some selected schools of thought over a period of time regarding atman and Brahman</li> <li>• effective use of relevant set texts</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few examples of Hindu practices.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a basic understanding about atman</li> <li>• simple ideas about union with Brahman.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• views about the relationships included within Brahman and atman</li> <li>• types of devotion related to these beliefs</li> <li>• implications for moral and social behaviour.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• effective use of set texts related to atman and Brahman</li> <li>• diversity of thought and practice related to Hindu notions of atman and Brahman</li> <li>• controversies and possible resolutions arising from this diversity</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>



<b>Question 10b</b>			
	(i)	<b>If candidates examine one or two beliefs they normally cannot proceed to level 3. If they examine more than three beliefs read all the material and credit the best three.</b>	<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>A01</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of the Gita.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• an account of the Gita</li> <li>• one or two ideas arising from this account.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the ideas about dharma in the text</li> <li>• views about atman in the text</li> <li>• beliefs about theophany.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the place of the Gita in the Mahabharata</li> <li>• three key beliefs in detail drawing on the text</li> <li>• prominent features of the Gita including chaps 11 and 18 used to elaborate these teachings</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• the importance of the Gita.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the influence of the Gita in devotion</li> <li>• the importance of the Gita in yoga.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• the role of the Gita in ISKCON</li> <li>• the importance of the Gita in ceremonies and festivals</li> <li>• the influence of the Gita in Hindu thought.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• importance of the Gita across diverse Hindu traditions</li> <li>• the influence of the Gita on Hindu thought and practice</li> <li>• the relative importance of the Gita compared to the Vedas</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

## Islam

Question 11a			
	(i)	Candidates cannot normally proceed to level 3 if there is no comparative answer.	(18)
	(ii)	(12)	
Level	Mark	AO1	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few views about Sunni Islam.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some key ideas about Sunni Islam</li> <li>• a few ideas about Shi'ah Islam.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some differences related to the different bases of authority</li> <li>• some differences related to key beliefs</li> <li>• different emphases related to festivals.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the origins of these traditions</li> <li>• a comparison and contrast of beliefs across these traditions</li> <li>• a comparison and contrast of practices across these traditions</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few simple differences between the two traditions.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• an account of the schism</li> <li>• different types of authority.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• links concerning the status of Muhammad and revelation</li> <li>• links concerning some of the Five Pillars</li> <li>• significance of the differences with regard to Muhammad and the Five Pillars.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• similarities of a world view regarding revelation and prophecy</li> <li>• importance of differences regarding belief and practice</li> <li>• an assessment of the view that the differences are more significant than the similarities</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 11b</b>			
	(i)		<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a basic description of Islam.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a simple version of the selected Islamic state(s) and a brief history</li> <li>• a basic account of some key practices.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the political environment of Islam in the selected Islamic state(s)</li> <li>• Sunni and/or Shi'ah influences in the selected state(s)</li> <li>• features of the expression of Islam in the state(s).</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a context providing a good insight into the expression of Islam in the selected state(s)</li> <li>• the significant emphases of the beliefs and practices of the selected state(s)</li> <li>• the distinctive expression of Islam regarding political, legal, moral and social systems in the selected state(s)</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• the importance of Islam.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the strength of Islam within the selected state(s)</li> <li>• the influence of this type of Islam .</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• some values characteristic of the selected state(s)</li> <li>• examples of beliefs that contribute to the strength of Islam in the selected state(s)</li> <li>• the strength of the umma as seen in the state(s).</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• the interpretations and possible diversity of Islam in the selected state(s)</li> <li>• case studies that highlight the strength of Islam in terms of its ideals and values</li> <li>• alternative evaluations drawing on possible tensions and different attitudes within Islam that may detract from its strength and status in the selected state(s)</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 12a</b>		
	(i)	
	(ii)	
		<b>(18)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few ideas about the Qur'an.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic account of Muhammad as Prophet</li> <li>• ideas about Muhammad and the Qur'an.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of revelation in the life of Muhammad</li> <li>• key beliefs about Allah in this context</li> <li>• basic ideas in selected surahs.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of beliefs about revelation in the religious traditions at the time and the unique features of Islam</li> <li>• key ideas from the set texts especially Surah 2</li> <li>• the distinctive features of revelation and the umma</li> <li>• scholarly contributions to this topic.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few ideas about the Qur'an.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• some basic views about Allah</li> <li>• some different Islamic approaches to the Qur'an.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• Islamic views about prophets in other religious traditions</li> <li>• Sunni views about revelation</li> <li>• Shi'ah views about revelation.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• interpretations of the Quran regarding revelation across different traditions such as the Qur'an being created or uncreated</li> <li>• different views about the attributes of Allah and prophets across Islamic traditions</li> <li>• inter-faith issues regarding revelation</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>



<b>Question 12b</b>			
	(i)		<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some descriptive features of Sufi practice.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few simple ideas associated with Sufism</li> <li>• basic accounts of some Sufi practices.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the influence of some Sufi saints</li> <li>• some distinctive beliefs of Sufism</li> <li>• some key emphases on various practices.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context to the development of Sufism with its key emphases</li> <li>• key emphases across diverse Sufi traditions</li> <li>• key emphases according to significant Sufi thinkers</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• important characteristics of Sufi practice.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the contributions made by Sufi rituals</li> <li>• the value given to religious experience.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• the extra dimensions of Sufi practices</li> <li>• ways of expressing devotion to Allah</li> <li>• possible influence of Sufism on Sunni Islam.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• evidence of Sufi influence on Islam and issues of its value</li> <li>• Sufi emphasis on spirituality and devotion and possible influence on Islamic traditions</li> <li>• criticisms raised against Sufism within Islam</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

## Judaism

<b>Question 13a</b>			
	(i)	<b>If candidates examine one of the figures they normally cannot proceed to level three. If they examine three figures read all the material and credit the best two.</b>	<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few biographical features of one of these figures.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• the religious context to one of the selected figures</li> <li>• the religious context to a second figure.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the basic historical and religious context to one of the selected figures</li> <li>• the basic historical and religious context to a second figure</li> <li>• the influence of these contexts on the selected figures.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the influence of the historical and religious context on one of the selected figures</li> <li>• the influence of the historical and religious context on the second figure</li> <li>• important themes and principles arising from this study such as the Enlightenment, origins of Reform, and distinctive features of Orthodox Judaism</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>AO2 If candidates discuss one figure they cannot normally proceed to level 3 if they discuss three read all the content and credit the best two.</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some ideas linked to one of the figures.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the distinctive features of the selected figures</li> <li>• the differences with other Jewish traditions.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• religious controversies linked to the selected figures</li> <li>• contentious social and moral issues related to the figures</li> <li>• inter-faith implications linked to the selected figures.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• controversies between Reform and Orthodox Judaism linked to the figures selected</li> <li>• contentious issues related to the selected figures concerning Jewish identity, Jewish traditions and culture</li> <li>• the seminal importance of the selected figures across different Jewish traditions</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 13b</b>			
	(i)		<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few features about Israel.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a simple account about the origins of Zionism</li> <li>• some ideas of a few Zionists.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key ideas in the origins and development of Zionism</li> <li>• the relationship between Zionism and the formation of the state of Israel</li> <li>• key political emphases of Zionism.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• political and social context at the time of the emergence of Zionism including anti-Semitism</li> <li>• the key emphases related to the origins of Zionism</li> <li>• the key reasons and evidence for the development of Zionism</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• one or two problems associated with Israel.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• political challenges against Israel</li> <li>• simple religious criticisms against Zionism.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• criticisms made by some Jewish groups against Zionism including secular Jews</li> <li>• some Arab views about the links between Zionism and the state of Israel</li> <li>• basic responses to these criticisms.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• interpretations about types of Zionism and various criticisms made against these types</li> <li>• some Jewish religious groups and their criticisms against Zionism including beliefs about the links between the coming of the Messiah and the formation of the state of Israel</li> <li>• possible responses to these criticisms such as ideas about the promised land</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

<b>Question 14a</b>			
	(i)		<b>(18)</b>
	(ii)	<b>(12)</b>	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two basic Jewish beliefs.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic themes related to the selected topics such as Moses</li> <li>• importance of Torah related to the selected topics.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• basic references to the set texts linked to the selected topics</li> <li>• underlying beliefs about God and revelation based on the selected topics</li> <li>• key emphases such as the place of the Jewish people.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the emphases over time of some key ideas about the selected topics</li> <li>• Rabbinic teachings linked to the selected topics</li> <li>• analysis of prominent ideas from the set texts related to the selected topics</li> <li>• scholarly contributions to this topic.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a few Orthodox beliefs.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• some Orthodox views related to the selected topics</li> <li>• a few Reform ideas based on the topics.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• a comparative case study of one of the selected topics</li> <li>• Orthodox and Reform views typically on the Torah and authority</li> <li>• different interpretations of relevant passages in the set texts.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• Orthodox and Reform interpretations of the selected topics in the set texts</li> <li>• diverse contemporary debates concerning the selected topics including from secular Jews</li> <li>• possible underlying similarities across different Jewish traditions</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>



<b>Question 14b</b>		
	(i)	
	(ii)	
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some descriptive features associated with Chasidism.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few basic ideas about the relationship between God and humanity</li> <li>• a few features associated with Chasidic practices.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• notions about communion with God</li> <li>• the value of this life and its relationships</li> <li>• key stages in the development of Chasidism.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some distinctive emphases in the early development of Chasidism</li> <li>• recent developments in Chasidism and its emphases</li> <li>• seminal ideas of some seminal thinkers and their distinctive emphases</li> <li>• scholarly contributions to this topic.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• some problems associated with Chasidism.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• a simple account of criticisms made against Chasidism</li> <li>• features of Chasidism admired by some Jewish groups.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the issue(s) view raised in the question. Candidates may include: <ul style="list-style-type: none"> <li>• Orthodox and Reform criticisms of parts of Chasidism</li> <li>• Criticisms of some Chasidic beliefs about the immanence of God</li> <li>• benefits of the emphases on ethical and social issues.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may discuss: <ul style="list-style-type: none"> <li>• some of the radical and creative emphases of key rebbes</li> <li>• criticisms and values associated with Chasidic beliefs about religious experiences</li> <li>• variations of types of Chasidic movements and variations of Orthodox and Reform Judaism linked to complex ideas about criticisms and respect</li> <li>• a scholarly and critical evaluation of the issues.</li> </ul>

## Sikhism

Question Number		Indicative content
<b>15 (a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>the role of chains of charismatic saints.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>the historic role of the Sarbat Khalsa</li> <li>ideals of equality and democracy within the Khalsa.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>affirmation of unique rites of passage culminating in the Anand Marriage Act</li> <li>promotion of elections for authoritative positions as the only valid expression of equality among Sikhs</li> <li>promotion of the Khalsa as the authentic Sikh identity.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>the explicit references to the Singh Sabha movement by scholars working in, or alongside, the Institute of Sikh Studies emphasising the prophetic, original and unique character of Sikhism</li> <li>tension between charismatic saints and those who support the Rahit Maryada promulgated from the Akal Takht</li> <li>the conscious use of Indic and Vedantic lens by some charismatic groups</li> <li>the issue of eligibility to vote in elections for gurdwaras highlighting definitional issues about Sikh identity.</li> </ul>

Question Number		Indicative content
<b>15 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>arguments over vegetarianism may confuse young Sikhs.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative views such as: <ul style="list-style-type: none"> <li>charismatic groups may feel that traditions are being undermined by reformers</li> <li>those who support the Rahit Maryada promoted by the Akal Takht may argue that issues settled in that document should not be raised again.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> <li>the need for a systematic theology in order to explain the religion to official bodies</li> <li>the gap between the lived experience of many adherents and the portrayal of an idealised Sikh life</li> <li>concerns about continuity of belief in future generations.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> <li>tension between the authorities in India and the diaspora, for example, in relation to tables and chairs in the langar in Britain</li> <li>the argument that the Rahit Maryada is a political document approving the lowest common denominator among divergent rites or practices to ensure inclusion, for example, with regard to hymns for daily use</li> <li>difficulties of maintaining the Khalsa form in diasporic communities</li> <li>mushrooming of charismatic saints leading to increasing diversity in practice.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may offer responses that contain a limited amount of relevant information such as:</p> <ul style="list-style-type: none"> <li>• increasing incidence of inter faith marriages leading to debate about use of the practice of Anand Karaj for such ceremonies.</li> </ul>
<b>Level 2</b>	5-9	<p>Candidates may offer clear but limited understanding of key ideas or concepts such as:</p> <ul style="list-style-type: none"> <li>• changing values in society being reflected in diasporic communities, for example, in relation to divorce</li> <li>• the need to create or review beliefs, for example, in relation to homosexuality.</li> </ul>
<b>Level 3</b>	10-14	<p>Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as:</p> <ul style="list-style-type: none"> <li>• discrimination leading to a reduction in the numbers of Sikhs maintaining the Khalsa form</li> <li>• integration into the national culture resulting in a distinctive British Sikhism in relation to practices such as tables and chairs in the langar hall</li> <li>• developing responses to scientific and moral issues, for example, evolution and genetic modification.</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as:</p> <ul style="list-style-type: none"> <li>• the wide ranging study of scholars such as Gurharpal Singh and Tatla in relation to the British Sikh experience</li> <li>• the work of Khalsa Aid borrowing and responding to initiatives such as Christian Aid from within the tradition</li> <li>• activism and work of scholars such as Nicky-Guninder Kaur which emphasise the feminist character of Sikh thought</li> <li>• the issue of continuity in relation to inter-faith marriage and use of Punjabi as a liturgical language.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>• a large proportion of male Sikhs cut their hair.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> <li>• gurdwaras increasingly offer large screens with transliteration and translation in response to declining understanding of Punjabi among young Sikhs</li> <li>• there is a gap in attendance at gurdwaras between the late teenage years and young families.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> <li>• continuing widespread support for legal struggles for the right to wear the five Ks</li> <li>• the increasing number of children born from mixed race marriages challenging any ethnic basis of Sikh identity</li> <li>• how interaction with British culture has led some Sikhs to distinguish between Sikh and Punjabi identities.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning including factors such as: <ul style="list-style-type: none"> <li>• how high levels of concentration of housing has reduced the impact of non-Sikh cultures</li> <li>• the emergence of Sikhism in a cultural world shared with Hinduism, Islam, Buddhism and Jainism so that interacting with non-Sikhs is not a new phenomena</li> <li>• the continuing use of Punjabi as the language of liturgy</li> <li>• the historic diversity of Sikh identity through the work of scholars such as Oberoi.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>• Sikhs should take part in politics.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>• Sikh gurdwaras are centres of political activity</li> <li>• that political groups should reflect Sikh interests.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>• McLeod's argument that miri-piri developed as a doctrine to rationalise social changes in the composition of the Sikh community</li> <li>• The Singh Sabha movement emphasising the connection between Guru Nanak's ideal of the householder saint and Guru Gobind Singh's ideal of the saint-soldier</li> <li>• the development of the Akali Dal by the Singh Sabha movement.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>• the use of miri-piri to justify the campaign for Khalistan in terms of defending the people</li> <li>• the Singh Sabha emphasising the concept of miri-piri as the distinctive feature of the Sikh ideology</li> <li>• engagement in politics by the Gurus</li> <li>• the claim from writers associated with the Institute of Sikh Studies that some non-Sikh scholars cannot understand (verstehen) the motive force of Sikh history as they regard politics and spirituality as fundamentally separable, and not as a unity.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>Candidates may offer a descriptive answer such as:</p> <ul style="list-style-type: none"> <li>Members of the Khalsa follow the ideal of the saint-soldier and so carry a kirpan (sword).</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates may refer to alternative approaches such as:</p> <ul style="list-style-type: none"> <li>the ideal of the saint-soldier does not imply that violence is a good thing</li> <li>a knight of the Khalsa is defined as someone who rejects the doctrine of non-violence.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that:</p> <ul style="list-style-type: none"> <li>there are strands within the Sikh community that promote pacifism, e.g. Namdharis</li> <li>giving material form to spiritual ideas, for example, the defence of innocents in an armed conflict, may require armed force</li> <li>miri-piri implies that the use of violence is a last resort to be used only when non-violent means have been exhausted, so methods associated with pacifists can be used, for example, the non-violent mass movement against religious persecution led by Guru Tegh Bahadur.</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as:</p> <ul style="list-style-type: none"> <li>McLeod discusses the turn from pacifism under Guru Hargobind who created the doctrine of miri-piri</li> <li>there are groups of Sikhs that have never been involved in warfare</li> <li>the rejection of pacifism does not imply militarism</li> <li>Owen Cole's argument that pacifism was never an issue for the Gurus, they used whatever means were needed.</li> </ul>



Question Number		Indicative content
<b>16 (b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>• how to connect with God.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>• the powerlessness of humans and the consequent reliance on grace</li> <li>• the five stages of spiritual realisation.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>• references to the practices of existing groups, such as the Ai Panth</li> <li>• the linked processes of singing with, listening to and acknowledging the Word</li> <li>• emphasising the necessarily limited knowledge of human beings, religious scriptures and priests.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>• promotion of religious experience as the only method of knowledge about God</li> <li>• the necessity of language to provide concepts for understanding God and the inability of language to fully contain God</li> <li>• the cultivation of virtue to replace ritual purifications and prescribed actions</li> <li>• the work of grace (gurprasad) in the world.</li> </ul>

Question Number		Indicative content
<b>16 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>• Japji is often referred to by preachers as a summary of the Guru Granth Sahib.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> <li>• there are more than 1400 pages other than the Japji and they contain different information which it does not summarise</li> <li>• Japji introduces important themes such as authenticity (sachara) and grace (gurprasad).</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that: <ul style="list-style-type: none"> <li>• many verses from the Japji are echoed elsewhere, for example, references to the Ai Panth</li> <li>• some ideas in the Japji are only found there, for example, the five khands, so Japji is not just a summary of ideas found elsewhere</li> <li>• there are different points of view about the 'key ideas' in Sikh spirituality.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> <li>• key ideas not found in Japji such as the doctrine of miri-piri were developed by Guru Hargobind as a means of rationalising changes in the social composition influencing a change in the ideology of the movement according to McLeod</li> <li>• that scholars such as Owen see the householder basis of ethics mentioned in the Japji as the starting point of the doctrine of miri-piri</li> <li>• according to the Singh Sabha movement Sikh spirituality is embodied in the Khalsa and the Japji does not mention that</li> <li>• reference to non-canonical teaching that the Japji is itself an elaboration of the Mool Mantar which is the gist of Sikh spirituality.</li> </ul>

## New Testament

Question Number		Indicative content
<b>17(a)</b>	<b>(i)</b>	
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level, candidates are likely to rely on basic description of one or more key features of the teachings: <ul style="list-style-type: none"> <li>• for Luke, they may refer to parables of the Kingdom, or the use of Logos in the Prologue.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates are likely to have correctly identified some key features and offer something of their significance: <ul style="list-style-type: none"> <li>• for the Fourth Gospel, they may describe the Prologue as the key to unlock the gospel;</li> <li>• for Luke, they may consider how the Kingdom can be known through signs and wonders.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to focus more on particular aspects of the teaching and less on narrative re-telling: <ul style="list-style-type: none"> <li>• they may be able to offer some insight into the background of the teachings or the symbolism used;</li> <li>• for Luke, they may speak of the Kingdom being both present and future;</li> <li>• for the Fourth Gospel, they may consider how conflict is anticipated in the Prologue.</li> </ul>
<b>Level 4</b>	15-18	At this level: <ul style="list-style-type: none"> <li>• candidates for Luke's Gospel are likely to offer a detailed and accurate account of Jesus' teaching on the Kingdom;</li> <li>• they may show an understanding of key terms such as salvation or eschatology and the influence of Judaism on these teachings;</li> <li>• for the Prologue, candidates are likely to deal confidently with a range of teaching, such as the Logos, children of God, light and dark, replacement theology;</li> <li>• use of scholarship is likely to be accurate and appropriately used.</li> </ul>

Question Number		Indicative content
<b>17 (a)</b>	<b>(ii)</b>	
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about the content of the teaching/material, with little understanding of how they may give the gospel its characteristic flavour. They may rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	<p>At this level, candidates are likely to express a simple view regarding the relationship of the teaching/material to the rest of the gospel:</p> <ul style="list-style-type: none"> <li>• for Luke they may consider that the Kingdom is embodied in Jesus;</li> <li>• for the Fourth Gospel they may identify one theme which is picked up later in the gospel.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level, candidates are likely to offer one or more opinions on the relationship between the teachings/material and their tone and the rest of the gospel:</p> <ul style="list-style-type: none"> <li>• candidates may make reference to scholarly views about the significance of the teaching/material;</li> <li>• for Luke, they may consider the challenge teaching on the Kingdom lays down to the religious authorities and to the reader;</li> <li>• for the Fourth Gospel, they may consider how the Prologue; identifies the person of Jesus at the start of the gospel.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level, candidates are likely to offer clear and evaluative opinions on the relationship between this teaching/material and the character of the gospel:</p> <ul style="list-style-type: none"> <li>• they are likely to make use of key scholarly contributions and personal opinion, arriving at a balanced conclusion;</li> <li>• the significance of these teachings compared to others in the gospel may be considered;</li> <li>• for Luke, candidates may consider how the Kingdom themes such as care for the outcast are continued into Acts;</li> <li>• for the Fourth Gospel, they may consider how the Prologue sets the highly Christological tone of the gospel.</li> </ul>

Question Number		Indicative content
<b>17(b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified some key features of the gospel material which relate to purpose but are likely to depend heavily on a few narrative details rather than analysis of the view. They may arrive at an approximate understanding of the term 'evangelistic'.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified a more detailed range of key features which relate to purpose and may make some reference to the claim identified in the question;</li> <li>• narrative description rather than theological principles is still likely to dominate the answer.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a solid knowledge and understanding of the purpose of the gospel as identified in the claim;</li> <li>• reference to internal and external evidence is likely to be made;</li> <li>• clear understanding of the relevant gospel's evangelistic style is likely to be evident.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates will typically demonstrate a wide knowledge of the gospel material relating it specifically to the claim made in the question;</li> <li>• knowledge of textual material, views of scholars and an understanding of the gospel's target audience are likely to be evident;</li> <li>• candidates are likely to have a clear understanding of the relevant gospel's teaching about the person and ministry of Jesus;</li> <li>• the wording of the question is likely to be clearly targeted.</li> </ul>

Question Number	Indicative content	
<b>17 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about different purposes of the gospel or to rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	At this level, candidates are likely to express a view on the relative certainty of multiple purposes of the gospel: <ul style="list-style-type: none"> <li>• they may compare two or more suggested purposes in terms of possible evidence;</li> <li>• candidates may consider how these different purposes may all coincide in the gospel.</li> </ul>
<b>Level 3</b>	7-9	At this level, candidates are likely to offer one or more strengths and weaknesses of this view: <ul style="list-style-type: none"> <li>• candidates are likely to offer one or more opinions on the possible multiple purposes of the author;</li> <li>• they are likely to weigh up different possibilities suggesting some strengths and weaknesses of each;</li> <li>• they are likely to reach a conclusion substantiated to some extent by personal opinion or scholarly views.</li> </ul>
<b>Level 4</b>	10-12	At this level, candidates are likely to offer clear opinions on the claim: <ul style="list-style-type: none"> <li>• candidates are likely to offer clear opinions of the different theories concerning possible purposes;</li> <li>• use of key scholars is likely to be competent;</li> <li>• candidates may typically pay attention to the wording of the question, possibly distinguishing between a specific purpose and multiple purposes;</li> <li>• personal opinion is likely to be informed, leading to a balanced conclusion.</li> </ul>

Question Number		Indicative content
<b>18(a)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to show some simple knowledge of some of the relevant textual narrative, expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	At this level candidates may refer to relevant textual material in more detail and with more understanding of the implications of the question: <ul style="list-style-type: none"> <li>• for Luke, candidates may consider the challenges by the Pharisees regarding the Sabbath;</li> <li>• for the Fourth Gospel, candidates may consider the confrontations between Jesus and the Pharisees regarding the healing of the blind man.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to offer a reasonably full understanding and knowledge of the textual material and background to it: <ul style="list-style-type: none"> <li>• candidates may make accurate reference to the Old Testament and the situation at the time of the gospel which lead to conflict;</li> <li>• some reference to scholars may be made;</li> <li>• candidates may show some understanding of the motives of the religious authorities in their opposition to Jesus.</li> </ul>
<b>Level 4</b>	15-18	At this level, candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views, with answers showing a balanced consideration of the motives of the religious authorities: <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views;</li> <li>• answers are likely to show a balanced consideration of the motives of the religious authorities and the purpose of the writer of the gospel;</li> <li>• a greater awareness of the theological implications of the reasons why Jesus had to die is likely to be evident;</li> <li>• a balanced conclusion regarding the causes of conflict may be reached.</li> </ul>

Question Number		Indicative content
<b>18 (a)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show a basic awareness of the text and make a descriptive account of one or more features of the trial before Pilate.</li> </ul>
<b>Level 2</b>	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express simple ideas about Pilate's actions, based on textual reference and some personal opinion;</li> <li>• some consideration of the difference between his role and that of the religious authorities may be given.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to make connections between the actions and intentions of Pilate and the Jewish leaders;</li> <li>• for Luke, Pilate's three declarations of Jesus' innocence may be considered, whilst for the Fourth Gospel, Pilate's reluctance to crucify Jesus may be explored;</li> <li>• candidates may offer a conclusion as to the degree to which he was responsible.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a clear understanding of the motives for Pilate's actions and his relationship with Jesus and the religious authorities;</li> <li>• for both gospels, candidates may consider whether Pilate was manipulated by the religious authorities;</li> <li>• they may make reference to the work of key scholars, e.g. Rivkin, on the inevitability of Pilate's involvement;</li> <li>• considered conclusions based on substantiated personal opinion and scholarly views are likely to be offered.</li> </ul>



Question Number		Indicative content
<b>18(b)</b>	<b>(i)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance:</p> <ul style="list-style-type: none"> <li>• for Luke, they may refer to Jesus' forgiveness of his executioner</li> <li>• for the Fourth Gospel, they may refer to the use of Old Testament fulfilment motifs.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to demonstrate a reasonably full knowledge and understanding of the text:</p> <ul style="list-style-type: none"> <li>• they may be able to relate its ideas to Old Testament background and religious symbolism and the views of scholars;</li> <li>• for Luke, they may refer to the role of women;</li> <li>• for the Fourth Gospel, they may refer to the spear thrust and blood and water.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates are likely to show a clear and full understanding of the selected themes and offer a range of views concerning their meaning:</p> <ul style="list-style-type: none"> <li>• candidates may be able to relate these features to other aspects of the gospel;</li> <li>• for Luke, they may refer to the theme of Jesus' innocence</li> <li>• for the Fourth Gospel, they may refer to the witness at the foot of the cross;</li> <li>• for both gospels, they are likely to show an understanding of how the evangelist makes their narrative of the crucifixion distinctive.</li> </ul>

Question Number	Indicative content	
<b>18 (b)</b>	<b>(ii)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to depend on simple re-telling of one or more narrative features of the resurrection narrative without an attempt to relate it to the terms of the question.</li> </ul>
<b>Level 2</b>	4-6	At this level, candidates are likely to show a simple understanding of the importance of the resurrection narrative: <ul style="list-style-type: none"> <li>• they may draw a simple conclusion as to its relationship with the ministry of Jesus and the gospel themes;</li> <li>• they may identify one or more features of the resurrection narrative and consider their importance for the identity of Jesus.</li> </ul>
<b>Level 3</b>	7-9	Candidates are likely to make an increasing number of observations about the purpose and importance of the resurrection narrative for understanding the ministry and person of Jesus: <ul style="list-style-type: none"> <li>• some reference to personal opinion and to the views of scholars may be made;</li> <li>• for Luke, they may refer to occasions during his ministry when Jesus predicts his resurrection;</li> <li>• for the Fourth Gospel, they may refer to Jesus' allusion to his going away to prepare a place for the disciples.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to demonstrate a clear understanding of the resurrection narrative and its significance for Jesus' wider ministry and the early church: <ul style="list-style-type: none"> <li>• candidates may make some reference to the implications of the resurrection narrative for the original readers;</li> <li>• they may consider how effective and understanding of Jesus may be without the information provided by the resurrection narrative;</li> <li>• candidates may consider how far the resurrection narrative includes important information about the early church experience of Jesus in the coming of the Holy Spirit/Paraclete;</li> <li>• a substantiated conclusion is likely to be drawn using personal opinion and the views of scholars.</li> </ul>



