

Mark Scheme (Results) Summer 2008

GCE

GCE Religious Studies (6581) Paper 01

6581 - Unit 1: Foundations Mark Scheme

Unit:	1
Subject area:	Philosophy of Religion

Philosophy

Question 1a		
Level	Mark	A01
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates may focus on the precise wording of the question, including 'significant' ideas. They may stress its empirical roots, importance of analogical reasoning, role of cause and effects, stages in arguments leading to a distinctive conclusion. They may draw on relevant contributions such as Cleanthes, Tennant and Swinburne, noting that candidates will be credited according to the quality of their work rather than issues of breadth or depth of selection.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates may examine a selection of significant ideas such as the role of experience, use of analogy and a clear exposition of the argument with well selected examples of 'design'. Candidates may refer to types of design arguments or may focus on one version and either approach is credit-worthy. They may refer to Aquinas and Paley.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may present a basic account of the design argument and may identify a few significant ideas. They may select Paley and illustrate the material by an account of the watch analogy but in a straightforward manner.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may describe a few features such as examples of regularity in nature without understanding their significance.

Level	Mark	A02
4	9-12	<p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>It is likely candidates may focus on the thrust of the question about the design hypothesis. They may present a convincing argument. They may select and weigh up strengths and weaknesses using scholarship such as reference to Hume, Dawkins, with arguments from the likes of Swinburne. Their evaluative skills may lead to well informed judgements about the issue of the convincing nature of this argument.</p>
3	5-8	<p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate the arguments for and against the design hypothesis. They may debate alternative explanations to 'design', problems with analogy, and unjustifiable moves in the argument. They may support this line of approach by reference to scholars such as Mill and Darwin. They may counter various criticisms with arguments in support of 'design', drawing on scholars such as Tennant. They may come to a clearly defined conclusion based on their reasoning.</p>
2	3-4	<p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may argue in a simple manner that the argument is not convincing drawing on views such as problems with evidence of lack of design and lack of resemblance between the watch analogy and the world.</p>
1	1-2	<p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Candidates may mention some strengths such as orderliness without building up an argument.</p>

Question 1b		
Level	Mark	A01
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates may focus on the demands of the question regarding strengths. They may adapt an exposition of the cosmological argument so as to make explicit reference to strengths. They may use one or more versions of the argument and they will be credited in terms of the quality of their work rather than issues of breadth or depth. They may refer to the compelling force of the principle of sufficient reason, they may analyse the strengths associated with concepts such as cause and effect with notions of necessary existence. They may draw on various scholars such as Aquinas and Leibniz.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates may examine strengths of the argument. They may present an exposition of some of Aquinas' versions and focus on their respective strengths such as movement and contingency. They may support their accounts by reference to additional contributions such as the Kalaam version, and an exposition of Copleston.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may present a basic account of the argument with limited attention to strengths. They may describe an argument based on movement leading to the belief of the unmoved mover.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may write a generalised account of the argument with reference to cause and effect but without evidence of understanding their significance.

Level		A02
4	9-12	<p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary..</i></p> <p>It is likely candidates may select and adapt material that explicitly address the issue of equal balance of arguments. Candidates are likely to evaluate this material as they may or may not support it but only after an explicit appraisal of the presence of equally balanced arguments. They may debate the views for and against the discussions between Russell and Copleston. They may select particular points such as brute facts and necessary existence and evaluate the justification of otherwise of these key concepts.</p>
3	5-8	<p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i></p> <p>Candidates may evaluate the cumulative merits of the strengths and weaknesses with clear focus on whether they are equally balanced. They may refer to the views of various scholars such as the rigour of Aquinas in his support compared to the criticisms of the likes of Hume focusing on necessary existence</p>
2	3-4	<p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates may consider some issues about the respective merits of the strengths compared to weaknesses. They may conclude that this is a weak argument but with limited attention to the issue of whether they are finely balanced.</p>
1	1-2	<p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Candidates may mention some views to support this argument such as evidence to support the cause of movement but with imprecise attention to the thrust of the question.</p>

Question 2a		
Level	Mark	A01
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to have a consistent focus on the demands of the question. They are likely to develop the ideas in level 3, drawing on scholarship, with an ability to highlight the most important features of the problem of suffering. It is likely there will be a balanced account of two solutions with a clear understanding of ways to solve the problem, such as the rationale of the 'free-will defence' and reincarnation as a justification of suffering. Well-structured essays may be characterised by a proficient use of technical terms.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to select and show understanding of significant reasons why suffering is a problem and this may refer to types of moral and natural suffering. At this level candidates are likely to display a sound knowledge of two possible solutions. Candidates may emphasise significant issues expressed in a competent manner. Candidates may refer to theodicies or to possible solutions across a range of traditions. If the former is selected candidates may examine the contributions of Augustine and Ireneaus. If the latter approach is selected, there may be reference to concepts such as samsara, karma and reincarnation, practices to overcome suffering such as the purposes of the noble eightfold path and nirvana.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to identify some basic features of the problem of suffering and possible solutions expressed in a clear manner such as a basic exposition of the vale of soul-making theodicy.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates are likely to mention the problem of suffering and solutions such as sin and punishment but in a generalised manner and lacking understanding of the significance of key points.

Level	Mark	AO2
4	9-12	<p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i></p> <p>Candidates are likely to present a critical analysis of the justification of the proposed two solutions. Candidates may pursue the arguments mentioned in level 3 in order to build up a sustained, coherent argument, drawing on scholarly debates making proficient use of technical vocabulary. Candidates may draw attention to the merits of an Augustinian approach coupled with the various criticisms levelled against this approach. An evaluation of reincarnation as a possible solution may refer to various problems such as why there is suffering at all. Candidates will be credited with a variety of answers provided the evidence and reasons are relevant and sound.</p>
3	5-8	<p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms</i></p> <p>Candidates are likely to create an argument, involving an evaluation of the weaknesses of the two proposed solutions. Candidates may debate alternative views to the solutions such as conceptual problems with the coherence of selected attributes of God with the fact of suffering; or complexities in ideas of no-self and difficulties in beliefs associated with rebirth such as identity.</p>
2	3-4	<p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to consider some weaknesses at a basic, simple level such as a few criticisms of Irenaeus but without clear focus on the question concerning failures of the proposed solution</p>
1	1-2	<p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed</i></p> <p>Candidates are likely to mention some issues or problems in a descriptive manner such as an eternal hell, rather than argue a case about the weaknesses.</p>

Question 2b		
Level	Mark	A01
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to have a consistent focus on the demands of the question developing in a clear manner the content mentioned at level 3. This may include a clear conceptual analysis of key ideas associated with miracles noting the emphasis should be on arguments for and against miracles. This may include scholarship with an understanding of the significant arguments in this context such as clarification of selected attributes of God and problems associated with understanding ideas of 'laws of nature', using a range of technical vocabulary.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to select and show understanding of key concepts and a clear understanding of arguments for and against miracles. This may refer to definitions of miracles and their respective strengths and weaknesses. There may be a coherent analysis of strengths and weaknesses including differences of opinion about empirical evidence, interpretations of 'laws of nature', principle of credulity and testimony, attributes of God.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to select key views, such as a basic understanding of the basis in experience for a belief in miracles coupled with the weaknesses of testimony.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention a view against miracles that their presence in many different religious traditions rule out their value but without evidence of understanding its significance.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to show explicit evidence of the evaluative demands concerning the view that arguments in support are stronger than the weaknesses. There may be a critical analysis of arguments developed from level 3, including alternative views from scholarly debates. Various debates may be used such as Swinburne's criticisms of Hume. A well-structured argument may clarify the significance of strengths and its bearing on the credibility of miracles.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to sustain an argument weighing up the status of the strengths and their impact on the credibility of miracles. This may include the sense of key concepts, the justification of various strengths concerning belief in miracles, such as the role of probability in these debates, the coherence between attributes of God and miracles, interpretations of credulity and testimony.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to identify some strengths, in the context of creating an argument about the extent of their influence, such as a few problems concerning one or two of Hume's criticisms.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some strengths such as the credibility of some testimonies but without arguing a case.

Ethics

Question 3a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		At this level candidates are likely to be able to identify the key arguments for and against the view that morality is dependent on religion. Reference could be made to particular relevant theories of ethics and reasons for making a link between morality and religion, such as Devine Command Ethics, the need to explain the origin and existence of moral goodness, the notion that a religious foundation for morality exists despite the emergence of secular moral codes. Candidates may consider reasons and evidence for rejecting the claim that religion and morality are linked. For example, they may cite examples of non-religious figures that are seen as moral role models, that morality is part of shared human experience whilst religious claims are without foundation: moral relativism does not cohere with claims to absolute truth made by some religions. A range of scholarly contributions is to be expected at this level such as the debate between F C Copleston and Bertrand Russell. Other scholars may include H P Owen, John Henry Newman and Dan Trethowan.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing with a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates at this level are likely to include a range of arguments for and against the dependency of morality on religion but will rely more on generic arguments and make fewer scholarly allusions. However, they will still make a clear distinction between arguments for and against the view and draw on a range of ideas.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		At this level, candidates may find it harder to relate knowledge of the possible relationship between religion and morality to the question and offer material in an increasingly generic form. Some scholarly contributions will be present, but will likely to be undeveloped.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates are likely to make little distinction between arguments for and against the view and will draw on a very limited range of material. It is unlikely they will have any clear understanding of the issues in a broad context and responses will be simple and generic.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an unders alternative viewpoints and balanced reasoning; expressed accurately, flu using a range of technical vocabulary.</i>
		Candidates are likely to offer new material on which to base an argument and will not be reliant on repeating material from (a). They will make a genuine attempt at evaluation through a reasoned and balanced argument which may conclude in any valid direction. Candidates are likely to make direct reference to the working of the question and establish a clear argument for or against the view from the outset.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		At this level, candidates may rely on some repetition of material from (a) but will still maintain a clear line of argument in terms of which view is more reasonable. Some new material is likely, perhaps simpler ideas that those explored at the higher level. Candidates will attempt to reach a conclusion in terms of the reasonableness of the view.
2	3-4	<i>Clear argument(s) at a simple level to support a pint of view with the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear..</i>
		At this level, candidates will find it harder to incorporate new information or to reach a balanced conclusion. Consideration of whether the view is more or less reasonable will still be evident but candidates will be less likely to develop an argument or justification in depth.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates at this level will struggle to raise any new materials and are likely to rely on basic repetition of ideas from (a). They are unlikely to have reached a conclusion.

Question 3b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain the key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		At this level candidates are likely to be able to identify a significant range of features of utilitarianism or to explore a narrower range at some depth. It is to be expected that they make reference to the teleological nature of the theory, to issues of consequentialism and means to an end. At this level, candidates are likely to display some knowledge and understanding of utilitarianism within its social context. Bentham and Mill are likely to feature prominently, but at this level candidates may also make reference exclusively or additionally to other forms of utilitarianism.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates may be more reliant on identifying fewer features of utilitarianism or dealing with them in less depth. Candidates may concentrate on Bentham's and Mill's approaches to the theory and are less likely to consider other developments of utilitarianism.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear..</i>
		At this level, candidates may find it harder to fluently identify and express key features of the theory and the answer may have a more disjointed feel. Candidates are likely to discuss a more limited range of characteristics and are likely to focus entirely on Bentham and Mill.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates are likely to depend on a very limited range of material. It is unlikely they will have any clear understanding of the wider context of utilitarianism and may depend on simplistic case study material.

Level	Mark	A02
4	9-12	<p><i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary..</i></p> <p>Candidates are likely to offer new material on which to base an argument not be reliant on repeating material from (a). A range of weaknesses identified and used as the basis of a genuine attempt at evaluation reasoned and balanced argument which may conclude in any valid Candidates are likely to make direct reference to the wording of the specifically whether utilitarianism as ‘an approach to ethical decision making without falling back on extensive case study material.</p>
3	5-8	<p><i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i></p> <p>At this level, candidates may rely on some repetition of material from (a) but will still maintain a clear line of argument in terms of whether the weaknesses invalidate the theory as an approach to ethical decision making. Some new material is likely, perhaps simpler ideas than those explored at the higher level. Candidates will attempt to reach a conclusion in terms of relative strengths and weaknesses of the claim.</p>
2	3-4	<p><i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>At this level, candidates will find it harder to incorporate new information or to reach a balanced conclusion. Consideration of whether the theory is useless as an approach to ethical decision making is likely to be expressed in terms of the problems of predicting consequences, or of assuming that the majority are correct, although at the top of this level candidates may still be demonstrating some awareness of the philosophical principles of the theory.</p>
1	1-2	<p><i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i></p> <p>Candidates at this level will struggle to raise any new material and are likely to rely on basic repetition of ideas from (a). They are unlikely to have reached a conclusion.</p>

Question 4a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		At this level candidates will be able to deal confidently with a range of issues associated with the Just War theory. They are likely to have a secure knowledge of at least one form of the Just War theory and be able to examine it with reference to examples without falling into narrative. Candidates are likely to demonstrate knowledge of religious and non-religious principles regarding Just War. They make reference to specific wars or issues without resorting to anecdote.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing with a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates at this level will continue to show a good understanding of a range of approaches to Just War but are likely to be more limited in their ability to examine these in detail or extent. Illustrative examples may be less fluent and the approach more formulaic than at the higher level and may rely more on learned lists or factual anecdote.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to refer to a narrower range of ideas associated with Just War, focusing on, perhaps, fewer conditions or one scholar's version of the Just War theory. They may make some references to modern day applicability of the Just War theory but demonstrate less fluency in dealing with the theory in depth.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		At this level, candidates are likely to address a very limited range of ideas associated with Just War. It is likely that they will rely on GCSE level retelling of the principles of Just War and will show little awareness of the deeper principles behind it.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an unders alternative viewpoints and balanced reasoning; expressed accurately, flu using a range of technical vocabulary.</i>
		At this level candidates will recognise the importance of responding directly to the question and making links between pacifism and the Just War theory. They will not rely on repeating material from (a) but will have saved the most relevant material for this part of the question and will be able to make a range of observations about the nature of and reasons for adopting a pacifist stance. Candidates will be able to reach a balanced conclusion regarding the relationship between Just War and pacifism, taking religious beliefs and social and political issues into account.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		Candidates will recognise the demands of the question in terms of identifying the key features of pacifism and making connections with Just War theories. They will explore a smaller range of issues than at the higher level but will still come to a clear conclusion based on alternative views.
2	3-4	<i>Clear argument(s) at a simple level to support a pint of view with the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates at this level will consider a narrower range of issues which may help unpack the relationship between Just War and pacifism. Their conclusion will be less well balanced and they will be less likely to have considered what factors may influence an understanding of this relationship.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		At this level candidates are likely to identify a very limited range of material regarding pacifism but may rely on repeating material on Just War from (a). They are unlikely to have attempted to reach a conclusion.

Question 4b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain the key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		At this level candidates are likely to choose two distinct ways in which different opinions regarding sexual ethics may be resolved by reference to religious beliefs and show a clear understanding of the reasons why and ways in which issues of sexual ethics may lead to differences and similarities of opinion in regard to applying these teachings. Candidates will be able to explain clearly why the chosen ways provide a means of resolving disputes rather than simply outlining the chosen ways. A range of ways may be drawn from to answer this question, for example, teaching from sacred texts, religious leaders, the example of others, expectations for the afterlife as well as establishing relationships in this life. Reference may be made to appropriate ethical theories such as divine command ethics or situation ethics.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates are likely to show a clear awareness of two distinct ways in which religious teaching may help resolve matters of sexual ethics, although the line of reasoning employed may not be so well developed. Candidates may rely increasingly on case studies rather than purely theoretical approaches to this question, but at this level candidates will be able to present a clear case for the reasons behind the different approaches.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to offer a simple explanation of two ways in which different religious beliefs may help resolve matters of sexual ethics, but are less likely to be able to present a clear line of reasoning as to the rationale behind the reasons. Some candidates will be increasingly likely to offer two different religious opinions on sexual ethics than ways of resolving those dilemmas.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		At this level candidates may identify only one way in which religious beliefs may resolve disputes in sexual ethics, or may struggle to do little more than present two simple religious opinions on sexual ethical issues.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		At this level, candidates will demonstrate a clear understanding of the implications of the question and offer a balanced argument taking into account reasons for and against the view that religious attitudes to sexual ethics are outdated. Candidates are likely to offer a range of reasons in support of and opposed to the view, for example, that divine command ethics is absolutist and modern society approves a more relativist approach, or that the range of issues in modern sexual ethics has gone beyond that which religious teaching can hope to address. At this level candidates will offer a mature evaluation of these issues.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		Candidates will demonstrate an understanding of the implications of the question and be able to offer a balanced, though more limited conclusion as to whether religious attitudes to sexual ethics are outdated, identifying reasons for and against the claim made in the question.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		At this level candidates will find it more difficult to extract the implications of the question and substantiate them by way of evaluation. A simple view in support of or opposed to the claim is likely to be offered, or simple but undeveloped reasons for and against the claim.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates at this level will show little understanding of the implications of the question although they may offer a basic response to the issues of whether religious attitudes tend to be old fashioned or inappropriate.

Buddhism

Question 5a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to have a clear focus on the demands of the question throughout, related to the time prior to the life of the Buddha and to develop the content mentioned in level 3. There may be a full range of material using precise examples, with an ability to pinpoint key significant features so as to explain their significance. This may include reference to Brahmanism, Jains, 'materialists', 'sceptics' and ascetic groups. Attention may be given to economic and political changes such as movements of population and systems of kingship. Proficient use of key terms and concepts.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to examine relevant contextual material selecting significant features for emphasis. Some of the information may refer to types of religious movements with their distinctive beliefs and practices, and social features including economic changes, role of agriculture and growth of towns and new social groupings, and ideas about authority. Candidates may produce a coherent essay.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to show a basic awareness of some of the contextual features such as aspects of Hindu traditions prior to the time of the emergence of Buddhism, in a clear and accurate manner.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may identify a few contextual features without amplification such as a generalised account of Hinduism noting issues about caste but without focus on the question.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to show evidence of a critical analysis. Candidates may develop the reasoning from level 3 such as a fair balance between contextual and biographical material leading to a full and coherent answer using sound technical terms and ideas. A critical analysis may focus on the evidence and reasons why some beliefs were incorporated such as reverence for life while others were rejected such as the status accorded the various deities, sacrifices, and similarly with various practices such as those associated with caste.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to evaluate the features of the Buddha's reaction in order to focus on its significance. Straightforward biographical material will not be sufficient to come into level 3. Candidates may consider the evidence and reasons for rejection of various beliefs and practices such as those associated with 'materialism' and ascetic groups. Candidates may indicate the new approaches of Gautama to current beliefs and practices. This may include views about his rejection of selected social practices and the importance given to the social structure of the Sangha.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to clarify some significant features to express a point of view such as why the Buddha rejected some aspects of Hindu deities and the status of priests and sacrifices
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some features about the reaction against ascetic practices but at a descriptive level.

Question 5b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to present a clear consistent focus on the AO1 demands of the question across both parts (i) and (ii). There may be a full range of material with good discrimination of key, significant points. This may include attention to reasons why he experienced a life of pleasure, together with an understanding of the sights at the age of 29 and their significance. Candidates may present an appreciation of the distinctive features of the enlightenment. This may refer to the context of the 'middle way' in relation to sensuality and asceticism. There may be an account of the conflict with Mara, important stages in the enlightenment. There is likely to be effective use of evidence with a proficient use of technical vocabulary and concepts.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to focus on main ideas in a coherent manner. They may select key themes showing their significance such as the reasons for the impact of the various 'sights' at 29. There is likely to be relevant detail about the enlightenment including key stages and key beliefs. This may include the significance of the way of meditation and significance of liberation from dukkha.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates may select some of the key themes associated with the sights and a few of the enlightenment topics including the emphasis on suffering. These may be presented in a basic manner.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention a few generalised features of the relevant aspects of the life of the Buddha, but unstructured in relation to the question such as a simple account of the sights.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely there will be a critical analysis of material developed from level 3. Candidates may present an evaluation of the importance of the 'middle way' as epitomised in the enlightenment, an evaluation of the status of the Buddha in terms of teaching about the path to liberation. Candidates are likely to create a coherent answer with proficient use of technical terms and concepts.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to focus on the significance of the enlightenment for Buddhists. They may consider the significance of the teachings associated with the enlightenment, such as change, no self, notions of rebirth, significance of meditation in this context, beliefs about nirvana and parinirvana.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will clarify in a basic manner a few significant points about the enlightenment including some biographical detail together with Buddhist teachings.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some relevant issues without evidence of understanding their significance such as a narrative account of parts of the enlightenment period.

Question 6a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to present an explicit and consistent focus on the question developing the material from level 3, including context of the refuges within Buddhist belief and practice. This may refer to the interrelationships between the exemplary life of the Buddha and the continuation of his dharma. There may be an examination of the significance of the social features of the Sangha and candidates may highlight the practical implications of sangha. It is likely candidates may explain key concepts and terms.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to present accurate knowledge displaying an understanding of key beliefs about the sangha as a refuge. There may be evidence of an ability to highlight significant features such as the purposes of sangha for the monks adapting descriptive material to an analysis of the features. Material may be clear and to the point with reasonable use of technical terms.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will select some basic information about key features of the sangha including a basic account of the meaning of 'refuge' and this may include a summary of monastic life.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may present a few isolated points of information about the sangha without evidence of understanding their significance such as a narrative account of life in the sangha.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will develop the ideas from level 3 with a critical analysis of key points and their significance for Buddhist belief and practice. Candidates will be credited with a range of activities involving the Sangha with the laity. Candidates may draw on various examples such as characteristic practices within Theravada Buddhism and also the view that the relationship is seamless and there may be a discussion of tensions between the sangha and laity. There may be a discussion using technical terms and ideas.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will weigh up the evidence so as to indicate the important key features of sangha for the laity. There may be evidence of different views in different types of Buddhism. There may be consideration of the implications for Buddhist practice arising from the status of the refugees such as the importance of the preservation of the dharma and the wide range of social and educational influences of the sangha.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will present clear, basic information about the relationship with the laity in a straightforward manner. This may include types of participation of the sangha with the laity.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some features associated with the laity but without evidence of understanding the thrust of the question, such as an account of the importance of the monks.

Question 6b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates will show a systematic focus on the demands of the question and develop the material from level 3. This may include an examination of two types of meditation with an understanding of key features. Candidates may refer to samatha and vipassana meditation noting there are many other relevant examples. One way of highlighting these key features would be to draw out the respective difference between these types such as an emphasis on control of the breathing and calming the mind whereas vipassana stresses insight and wisdom. There may be evidence of fluent, proficient use of technical terms and ideas.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will select and adapt relevant material so that there may be clear material on two major types of meditation. May be a focus on Theravada or may be a broader range including for example some Zen practices and their distinctive features. There is likely to be material on the context of mediation such as the noble eightfold path linking wisdom and morality or the context of Zen ideas that impinge of meditational practices.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates will likely select some key aspects about the two types of meditation in a clear and basic manner such as their characteristic practices and use of artefacts.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention some basic notions of meditation without evidence of understanding their importance such as descriptive features of meditation.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will develop some views mentioned at level 3, including an assessment of the relationship between meditation and morality with an evaluation of the context of these ideas within the noble eightfold path and hence their overall purposes so as to build up a coherent answer using technical terms and ideas in an intelligent manner. May be reference to scholarly debates.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will evaluate some ideas about the relationship between meditation and morality considering evidence and interpretations. Different relationships may be explored in relation to different types of meditation such as control of the mind and problems of selfish behaviour and cultivation of specific virtues such as equanimity.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to clarify a few accurate points about the relationship between meditation and morality at a simple level such as ideas about the first precept and meditation on loving-kindness.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some points such as pointing to the importance of love in Buddhist ethics, but without clarifying their issues about the overall relationship between meditation and morality.

Christianity

Question 7a		
Level	Mark	
		AO1 Candidates are likely to answer with reference to the teaching of the early Church or Reformation teaching, but other historical contexts would be acceptable.
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates should refer to all the key events and personalities, for example, a discussion of the early Church teaching should refer to Arius, Athanasius, the Council of Nicea and the Council of Chalcedon explaining the teachings and viewpoints accurately.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates should focus on the important aspects of the teaching, for example, candidates should refer to the Arian controversy, explaining the different viewpoints, or in the case of Reformation teaching, candidates should be able to explain the different roles of Christ identified in Calvin's teaching.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to give more background explaining how the teaching developed, for example, in the case of the early Church teaching, explaining that some questioned whether Jesus was truly human, others whether he was truly divine and in the case of the Reformation teaching, explaining how the teaching of the reformers may have been a reaction to the abuses within the Roman Catholic Church.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates are likely to give isolated facts which though not incorrect are generally true of Christian teaching, for example, the early Church taught that Jesus was both God and man or in the case of Luther's teaching, that belief in Jesus saves man from sin.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates should examine the teaching in detail, for example, that Luther's teaching of justification by faith could be perverted, or whether the early Church councils fixed Christian teaching or just set the standard.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		Candidates should put the teaching in the historical context, for example, explaining how the abuses in the Roman Catholic Church had led many to believe that salvation could be bought whereas Luther teaches that justification by faith is a gift from God, in the case of the early Church teaching, candidates should discuss the necessity of Christ's divinity for salvation.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates should show an awareness of the differing emphases of the teachings, for example, in the cases of the Reformation teaching the emphasis was on the faith of the believer rather than works done by the believer.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		There is likely to be little more than an awareness that there was a difference of opinion which caused heated controversy, for example, in the cases of the Reformation teaching, that the controversy led eventually to the split in the Church.

Question 7b		
Level	Mark	AO1 Candidates are likely to answer with reference to Liberation Theology but could answer with reference to other social contexts, for example, Bonhoeffer and Nazi Germany or William Temple and England in the early twentieth century
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates should refer to the teaching of at least one Liberation theologian in detail, or give a wider view of the teaching. The answers should also consider some of the influences on the teaching, for example, the social teaching of the Bible, the social teaching of the Roman Catholic Church, Marxism, Bonhoeffer and Moltmann.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates should give a clear outline of the teaching with specific reference to the teaching of at least one Liberation theologian, for example, Gutiérrez.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to refer to 'Jesus the Liberator' with some discussion that it is the sin of poverty and oppression that mankind is liberated from.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed</i>
		Candidates are likely to refer to the context of poverty and oppression and the role of the Roman Catholic Church, any mention of teaching is likely to be in terms which are generally true of Christian teaching.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary..</i>
		Candidates should consider in detail important aspects of the teaching, for example, 'sin' is very narrowly defined in the teaching of the Liberation theologians compared with the teaching of the Roman Catholic Church or whether there can be more than one teaching about the person and work of Jesus.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		Candidates should develop the discussion, perhaps, considering in greater depth the influences on the teaching, for example, the Biblical influence, or the reasons for the current attitude of the Roman Catholic Church, that it appears to threaten the control of the Church or the answer may consider some aspects of the contextual/universal theology debate.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to give reasons for the views expressed in level 1, for example, that Liberation Theology addresses one particular situation and is not relevant in other situations, or that it has Marxism as one of its influences.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates are likely to make simple comments, for example, that the teaching developed out of the social context or that the teaching is not popular with the hierarchy of the Roman Catholic Church.

Question 8a		
Level	Mark	AO1 Candidates may answer this question in a variety of ways, with reference to teaching about God as a personal God, God as creator, the Trinitarian teaching of the early Church, or the teaching about God of specific theologians, for example, Luther, Calvin. Barth or Cone.
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates should consider a full range of implications of the teaching of God as creator or a full range of early Church Trinitarian teaching including the debates about the role of the Holy Spirit.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates should begin to consider the wider implications of the teaching, for example, those discussing God as creator should look at the implications of the teaching, the distinction between God and creation, God's authority over the world, humans created in the image of God and those answering with reference to Trinitarian teaching should consider a wider range of teaching, for example, Irenaeus and Augustine.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates should fill out the facts in level 1, for example, there is likely to be an awareness that the accounts in Genesis are not usually taken literally and that there are different explanations of the way in which God created the world, or the answers should consider some of the attempts in the early Church to explain the differing roles of the three persons of the Trinity, for example, the teaching of Tertullian.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates are likely to give details which are generally true of Christian teaching, for example, that God created the world referring to the accounts in Genesis, or that Christians believe that God is three persons, God the creator, Jesus the Son and the Holy Spirit.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates' answers should develop level 3 with reference to specific scholarly views.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		Candidates should consider the challenges to the teaching in greater depth, considering not just the challenge to the teaching that God created the world but the challenges to the implications of the teaching by, for example, genetic engineering and cloning and the responses of the Churches and Christian teachers. The answers which have referred to Trinitarian teaching may consider the importance of this teaching for Christianity, the extent to which it is important that the Creator God is also the redeemer.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to develop the comments made in level 1 by, for example, saying how Christians have come to terms with the challenge of modern science, by taking the biblical account literally or by saying that it was God who controlled evolution or the 'Big Bang' or by saying that the disputes about the role of the Holy Spirit were not resolved but led to the division of the Church.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates are likely to make simple comments such as, modern science has disproved the idea of God as creator or that most people find the idea of God as three in one very difficult to understand.

Question 8b		
Level	Mark	
		<p>AO1 Strictly speaking ‘practice’ should lead candidates to discuss baptism rather than the eucharist which is worship, however in the light of the wording of the specification a generous interpretation should be allowed.</p> <p>Credit should be given for discussion of the beliefs and practices of any two Christian Churches, though the beliefs and practices of the Roman Catholic Church and the Baptist Church have been used for illustration in the mark scheme.</p> <p>There is likely to be some overlap and some candidates will have answered some aspects of [b] in [a] which should be given credit.</p>
4	23-28	<p><i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i></p> <p>Candidates should give a comprehensive account of the features of the rite.</p>
3	15-22	<p><i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i></p> <p>Candidates should give significant details of the actual rite as well as the preparations for the rite, for example, that infant baptism in the Roman Catholic Church takes place during the Mass signifying the child’s place in the community of the Church whereas baptism in the Baptist Church takes place at Easter signifying that the Christian is risen with Christ.</p>
2	7-14	<p><i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i></p> <p>Candidates are likely to fill in some of the details, for example, the role of the godparents in the Roman Catholic Church and the preparation of the testimony in the Baptist Church.</p>
1	1-6	<p><i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i></p> <p>Candidates are likely to give sketchy answers referring to obvious differences, for example, that the Roman Catholic Church baptises infants whereas the Baptist Church baptises adults by total immersion.</p>

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates should give a range of teaching, for example, that in the Roman Catholic Church baptism is a means of receiving grace but in the Baptist Church it is a declaration of faith.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms</i>
		Candidates are likely to refer to scholarly views, for example, Tertullian or Karl Barth, or discuss the nature of Christian commitment and the Christian community.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to develop the reasons given in level 1, for example, that parents who are practising Christians would want their children to be part of the Christian community or that the reference to the baptism of 'households' could include children.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates are likely to give simple reasons, for example, that infants cannot make a commitment of faith or a comment about whether or not the New Testament mentions infant baptism.

Hinduism

Question 9a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to have an explicit focus on the specific demands of the question. There is likely to be a full range of material, noting the complexities of interpretation of the evidence. Intelligent use of examples and details such as belief in gods male and female and deities with particular interests such as sun and fire. There may be material on rituals including phallic symbols and status of sacrifices. Candidates may discriminate material in order to highlight what is distinctive, together with a proficient use of terms.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to select and display understanding of the religious features constructed into a clear, coherent answer. They may focus on beliefs about deities and nature, characteristic practices and customs including status of some animals and chanting and soma. There may reference to Indus script and issues of interpretation.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to select some key features of religious features during this period with basic information such as links between religion and social structure and moral order.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may identify a few generalised features of religious practices, without evidence of understanding such as early notions of caste.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to present a critical analysis of the evaluative demands of the question developing material from level 3. This may refer to on-going beliefs about the beginnings of the universe and the cohesion between cosmic and social order. Some may debate problems of interpretation of written sources along with implications about its significance. Some may consider scholarly debates about the relative importance of some deities and the various differences about selected religious practices. Fluent and proficient use of technical terms.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will sustain an interpretation about the possible significance of the religious beliefs and practices of this period. They may consider the evidence and diversity of material. Attention may be given to the importance given to selected deities and their subsequent influence. There may be reference to the importance of sacrifices and their purposes linked to the roles of priests, and distinctive features of worship.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to clarify at a basic level some issues about the significance of religious beliefs and practices such as simple notions about sacrifices.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may describe a few points about possible significance but in a limited manner such as simple accounts of caste.

Question 9b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to present a full and clear answer that is focused on the targeted demands of the question. This may include an ability to highlight two key features of beliefs and two of practices. Attention may be given to beliefs associated with creation stories and nature together with insight into the significant features of sacrifices and priests. They may produce a well structured answer with proficient use of terms and concepts.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to select and adapt material so as to focus on key features of selected beliefs and practices. There may be material on beliefs about the cycle of death and reincarnation linked to beliefs about selected deities with implications for appropriate practice and moral order. Clear and accurate answer using of key terms.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to select some accurate data showing a basic awareness of key beliefs such as characteristic features of selected deities and significance of priests.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may identify some features without evidence of understanding their importance such as a view about the importance of a deity but without evidence of understanding the significance.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to present coherent evaluation of the significance or otherwise of the selected two Vedic beliefs developing views from level 3. There may be a critical analysis using scholarly views, considering the extent or otherwise of the significance of these beliefs so as to build up a coherent answer with informed judgements. This may refer to beliefs about deities and a search for one single underlying cosmic power. Fluent and proficient use of technical terms and concepts.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to select and adapt material so as to present informed judgements about the significance of the selected two Vedic beliefs. They may present views about the significance of beliefs about samsara, notions of Self and liberation.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to select basic material with simple viewpoints about the significance of one or more deities compared to others.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some beliefs without evidence of evaluation of their significance such as simple stories about a deity.

Question 10a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates may select particular schools of Yoga in order to answer this question. They will be credited accordingly and this principle applies across both AOs at all levels. Candidates are likely to present a consistent focus on the AO1 demands and to develop material from level 3. There may be material on the context of yoga together with beliefs about liberation, human nature and mental and physical control. Candidates may discriminate across the material so as to identify the more important features and teachings.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will select and show understanding of significant features of yoga together with knowledge of their key teachings and practices. Clear exposition with intelligent use of key terms and this may include e.g. notions of liberation, beliefs about identity between 'God' and 'self' including relationship between soul and matter.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely present a basic account of yoga with mental maturation.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention some information about yoga in a generalised manner such as a descriptive account of a few yogic practices including sound and vision.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely there will be a good understanding of the evaluative demands of the two aims of yoga such as views about relationship between body and soul and relationship with 'God' and attaining liberation from karma and samsara. Candidates may build up a coherent appraisal of these implications drawing on a proficient use of key terms and concepts. There may be an assessment of contributions from various gurus and teachers.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will evaluate material on two aims of yoga selected, such as views about control of consciousness with cessation of mental activities, liberation and methods to achieve this, the goals of renunciation and asceticism leading to purification of self. There may be alternative points of view such as theistic and atheistic views, using technical terms
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will present a few ideas about the aims of yoga in a simple manner such as basic comments on knowledge of God.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some data about aims, but without evidence of argument such as physical features.

Question 10b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates may show a consistent focus on the question and amplify the material from level 3. This may refer to an understanding of the avatar tradition in relation to Krishna and the mythology associated with Siva and their contexts with a selection of precise details in order to pinpoint what is distinctive of both figures and explain the significance of the material such as union with God. Candidates may create a well-structured answer with a fluent use of terms.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will select and adapt material in order to focus on the question and this may include selective use of biographical data concerning Krishna and divine attributes of Siva. This may illustrate the ability to select distinctive features for emphasis and this may refer to complex features such as the grace of Siva and also the notion of the destroyer. Attention may be given to beliefs and practices, showing an understanding of key terms such as bhakti and puja and distinctive emphases including views about scriptures.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will select some key emphases from two of the figures showing a basic awareness of key attributes and virtues, including narrative material.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention some data about two of the figures without evidence of understanding their distinctive emphases, such as simple narrative and descriptive material.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will present clear evaluation of the significance of one of these figures indicating why the selected figure is popular and accessible, such as debates about karma, bhakti and puja, leading to beliefs about 'theism'. There may be reference to the importance of scripture and iconography.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will debate issues about the significance of one of the selected figures. This may draw on a range of relevant data including material on related beliefs and practices and festivals showing why the figure is significant. There may be reference to the different types of significance according to the period under consideration such as reference to themes such as links with asceticism, procreation and the symbolism of dance.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will clarify a few points about significance of one of these figures in a simple manner such as implications for types of puja.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some issues but without clarification such as an example of worship of Krishna.

Islam

Question 11a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates will create a consistent focus on the thrust of AO1 demands developing some information from level 3. This may include reference to some indigenous traditions such as types of animism and forms of polytheism. Attention may be given to key beliefs and distinctive practices of Zoroastrianism. Judaism and Christianity that are applicable in this context. This may include amplification of key points with attention to detail where appropriate showing what is important about this context for a study of the life and work of Muhammad. Candidates may clarify and explain key terms and ideas leading to a well-structured, fluent answer.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to select a range of relevant data. They may clarify significant points such as notions of polytheism, animism, jinns, rituals, Jewish, Christian and Zoroastrian traditions. Candidates are likely to select some of these traditions and focus on a few exemplary points.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will select some key points in a basic manner, such as polytheism and nature worship.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention a few features in a generalised manner such as narrative accounts of selected rituals.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will show a clear understanding of the evaluative aspects, with comments on the key differences between 'the age of ignorance' and the work of Muhammad in Makkah. This may lead to an appraisal of the differences noting the rejection and refinement of various beliefs and practices with particular attention to monotheism. They may produce a sustained critical analysis explaining key terms and ideas.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates may weigh up the evidence and reasons about the nature of the significance of these differences for a study of the life and work of Muhammad in Makkah. This may include debates about reasons why some features were rejected such as nature worship and other features were reformed such as prophecy and the seal of the prophet
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will clarify some views about the various differences in a simple manner such as his early preaching in Makkah. There may be more attention to narrative at the expense of analysis.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some differences without arguing a case such as criticisms of various practices associated with the ka'bah.

Question 11b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to have a coherent focus on the full development of the question noting that the material on prophecy and politics does not necessitate equal treatment. There may be a range of relevant material with focused material where appropriate. Candidates may examine key features about prophecy such as distinctive features of his prophetic call and revelations such as shiloh. Candidates are likely to highlight key political features in Madinah such as a theocracy, noting various successes and disputes. It is likely candidates will show understanding of the roles of both prophecy and politics with proficient use of key terms and concepts.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will examine significant features across both prophecy and politics, targeted on specific periods in his life. They may discriminate between the degrees of importance such as the emphasis on revelation and role of Gabriel, status of Muhammad and political influence in Madinah and development of authority of Muhammad.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will select some important prophetic and political features with a basic awareness in relation to the life of Muhammad. This may refer to an account of the hijrah. There may be more narrative material at the expense of adaptation to the question.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may identify a few features in a generalised manner such as an account of warfare in Madinah.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will display a clear understanding of the evaluative demands with balanced reasoning in order to highlight significant points about Muhammad as prophet and what is distinctive such as 'seal of the prophets'. This may refer to contextual views about prophets and beliefs such as status of Gabriel. Attention may be given to the prophetic message and its implications for the significance of Muhammad for Muslims. There may be comment about Muhammad as illiterate and its significance.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will evaluate the issues weighing up the evidence in a sustained manner, debating key beliefs about Muhammad as prophet with some understanding of reasons for opposition to the prophetic message and ways employed to determine whether the revelations were good or evil. There may be attention given to the success of this prophecy and early distinguishing features such as emphasis on salat.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will clarify a few ideas about significance via a simple argument such as a view about the status of Muhammad as prophet compared to earlier prophets.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some issues without arguing a case such as a narrative account of the first revelations.

Question 12a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates may not allocate the same proportion to all three topics and this is not necessitated by the question, although a partial answer will be reflected in the marks credited. It is likely candidates will have a consistent focus on the demands of the question with a full range of material and an intelligent analysis of angels and their theological context, day of judgement and related notions such as the Madhi and the status of Jerusalem and paradise and its key characteristics. They may display a proficient use of technical terms.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will present key information about these three topics. There may be an accurate range of information with evidence of discrimination of key ideas such as clarification of distinctive features of angels within Islamic theology, nature of day of judgement and the bliss of paradise.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will select some key beliefs with a basic knowledge of the material such as types of angels and their respective functions.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstr generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may identify a few beliefs about paradise presented in a descriptive manner.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to present a clear understanding of the evaluative demands with a sustained critical analysis of predestination and related debates such as possible issues about free will, suffering and rewards and punishment. They may use technical terms and concepts in an intelligent manner. Candidates will be credited with a variety of responses provided the evidence and reasons are sound.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will evaluate the material focusing on the significance of related beliefs such as tawhit and the justice of God, real freedom to act, and that evil cannot be attributed to God.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will clarify a few significant points in a straightforward way such as beliefs about some attributes of God.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some issues but without arguing for their significance such as a descriptive account of the power of God.

Question 12b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates will present a consistent focus on the demands of the question, so that any information about the first pillar is used to focus on the ways it is fundamental to the remaining four. This may include beliefs about tawheed and Muhammad as messenger with implications for submissions and discipline. There may be material on the context of the use of the shahada. They are likely to use technical terms and concepts in an intelligent manner.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will select and adapt material about the shahada in order to highlight what is fundamental and this may include the distillation of core beliefs with clear implications for practice and behaviour and the fundamental nature of the first pillar for the remaining four.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will select some important features of the first pillar with a basic understanding of its status for the other four pillars. There may be descriptive material at the expense of analysis.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention a few features of the first pillar but without drawing out its fundamental importance.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will present a clear understanding of the evaluative demands of the question in a coherent manner. They may focus on the principles of the discipline of salat and the aim of submission to God. They may comment on why specific features are significant such as the theological aspects of adhan, value of ritual purity, importance of prayers in a congregation in a mosque on Fridays, status of facing Mecca. Candidates will be credited with a variety of responses such as practices between Sunni and Shi'i Islam, provided the reasons and evidence are sound.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely that candidates will weigh up significant points about salat noting for example its obligatory status compared to other beliefs and practices and the significance of prayers in a congregation in a mosque on Fridays facing Mecca. At this level narrative material may be selected and adapted to the demands of evaluative interpretations.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will clarify a few significant points at a simple level. There may be descriptive material at the expense of argument such as presenting an account of the process of salat.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some issues without arguing for their significance such as a descriptive account of preparations for salat.

Judaism

Question 13a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to have a consistent focus on the AO1 demands of the question that span parts (i) and (ii). There may be a range of material highlighting significant points with a focus on the key teachings and a proficient use of terms. This may refer to revelation, codification of Law and work on Talmud with explanation of terms and concepts, critiques of Christianity and Islam, and views about Greek philosophy and supremacy of Judaism. The key teachings may be rooted in key sources with relevant exemplar material.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will select and adapt information to highlight significant features of the key teachings of Rashi and Judah Halevi including attention to rabbinic Judaism, diaspora and anti-semitism, scriptures and Talmud.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will present basic teachings associated with Rashi and Judah Halevi such as revelation and the status of Israel.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention a few features about the Talmud that are generalised with biographical detail at expense of analysis.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will present a clear understanding of the evaluative A02 demands of the question that span parts (i) and (ii). There may be debates about interpretations of the God of faith compared to the 'God of philosophers', interfaith issues given the status of chosen people. Sustained critical analysis focusing on implications for Jewish thought drawing on technical vocabulary.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to evaluate information and interpretations weighing up evidence and reasons including significance of the codification of the law on Jewish thought, debates about the role of rabbis and relationship between Greek philosophy and revelation.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will clarify some basic points about significance at a simple level such as implications from their respective teachings for worship.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some issues about Law without arguing for its significance.

Question 13b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates will show a consistent focus on the full demands of AO1 focusing on the religious context including persecution and the key teachings, developing ideas from level 3. This may refer to beliefs about God and revelation and attributes of God, and links between Greek philosophy and scripture. It is likely there may be reference to the purpose of the codification of the Law. There may be a full range of information with a selection of specific detail to highlight important points. Proficient use of technical terms.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to select and adapt material in order to focus on the religious context and key teachings of Moses Maimonides. There may be evidence of understanding important points such as his interpretation of scriptures, God's relationship with humanity and punishment and reward, messiah, resurrection, role of reason and contemplation.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will select some important features showing a basic knowledge of Moses Maimonides such as role of scripture and beliefs about God.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention some features about Moses Maimonides, such as God's relationship with humanity, but without an understanding of their importance.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will present a clear understanding of the evaluative demands concerning his contribution to Judaism with a sustained critical analysis across a range of material so as to build up a coherent answer such as debates about the relationship between religious belief and philosophy. Attention may be given to criticisms directed against Maimonides. This may include discussions about the limitations of language to express beliefs about God and a spiritual interpretation of scripture. There may be good use of technical vocabulary and candidates will be credited with a variety of responses provided the reasons and evidence are sound.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates may evaluate material weighing up evidence and reasons to argue for what is significant to Judaism, such as discussions about theological context and status of revelation and scriptures. Attention may be given to the view that Maimonides set out the core beliefs fundamental to every Jew.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to clarify some important points about his significance to Judaism at a simple level such as his beliefs about the use of scripture.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some features of Moses Maimonides, such as importance of family purity, without arguing for its significance.

Question 14a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates will present a consistent focus on the question showing a clear understanding of the distinctive features of Orthodox Judaism including its key teachings and practices and its status within Judaism. There may be reference to revelation and the status of scripture. There may be material on Jewish identity and its preservation, including distinctive practices and rituals. It is likely there will be reference to key thinkers and an understanding of types of Orthodox traditions. There may be an ability to explain key concepts with a proficient use of technical terms.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will select some teachings and practices of Orthodox Judaism and adapt them to highlight what is distinctive, such as notions of authority and revelation, status of Torah and Talmud, 'chosen people', importance of rabbinic tradition, key customs and worship.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear</i>
		Candidates are likely to select some key teachings and a basic account of some rituals.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may identify a few practices without understanding their significance such as descriptive accounts of dietary laws.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will present a critical appraisal of two of the main differences between Orthodoxy and Reform Judaism. There may be debates about the significance of Orthodox Judaism in relation to Reform with balanced reasoning leading to a coherent answer. This may include discussions about the different notions of authority, different views about the status of Israel and chosen people of God. Candidates will be credited with a variety of responses provided the evidence and reasons are sound.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will consider the differences between Orthodoxy and Reform including interpretations about revelation and the chosen people. There may be an appraisal of implications for practice including significant different forms of worship and customs.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will clarify a few points in a straightforward manner such as a comment about different notions of the role of women.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some issues at a descriptive level such as different practices in the home and synagogue.

Question 14b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		It is likely candidates will present a consistent focus on the question. A range of material and precise detail may pinpoint distinctive teachings and practices such as Jewish identity, nationalism and assimilation, implications for worship, gender topics, interfaith issues. Candidates may examine the ideas of authority within Reform Judaism. They may refer to key thinkers in Reform Judaism and their distinctive contributions together with an ability to explain key concepts.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		It is likely candidates will select and understand some of the distinctive teachings and practices of Reform Judaism. This range of relevant material may include notions of authority and place of revelation, interpretation of status of scriptures, views about the chosen people of God, notions of adaptation and development, nature of customs and practices.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates will select some key features with a basic knowledge of Reform Judaism such as distinctive customs associated with Jewish home life.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates may mention a few features of Reform Judaism in a descriptive manner such as the place of women.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		It is likely candidates will present a clear understanding of the evaluative demands focusing on the issue of diversity. This may include comments about the various contexts that influence some of the traditions and schools. They may present some of the reasons why the Enlightenment period was significant for diversity within Judaism. There may be balanced reasoning arising from debates, discussions and interpretations including contentious issues such as differences about the nature of authority and the 'chosen people'. There may be a sustained critical analysis leading to a coherent answer.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.</i>
		It is likely candidates may weigh up evidence and reason commenting on the main features of diversity within Judaism. This may refer to differences of opinion about the status of revelation, issues about different forms of worship and customs and differences of approach regarding relationships with Gentiles.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		It is likely candidates may clarify a few points in a straightforward manner such as different views about rites of passage.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may mention some features but without argument such as a description of various rituals.

Sikhism

Question 15a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates are likely to give a full outline of the main developments in the process, such as the early gathering of material and later additions; and examine reasons why the process took place, such as the need for an authoritative source for an increasingly separate and distinctive community, leading to the final establishment of the Guru Granth Sahib by Guru Gobind Singh; they will emphasise the ‘final and lasting’ nature of the Guru.
3	15-22	<i>A range of accurate an relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates will typically outline the main developments and give some consideration to possible reasons behind the process; they are likely to deal in detail with the influence of Guru Gobind Singh, and to make some reference to the ‘final and lasting’ nature of the Guru.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates will typically describe some of the main features of the process of compilation with a more detailed account of the actions of Guru Gobind Singh; but with little reference to the reasons behind the process.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates are likely to confine themselves to a wholly descriptive account of the actions of Guru Gobind Singh.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates are likely to select and explain key differences, such as the religious context of Guru Nanak's life as a wandering teacher and the context of a distinctive and persecuted community with separate identity and needs under the leadership of Guru Gobind Singh; and will typically offer a simple, reasoned comment on the significance of these differences.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		Candidates will typically refer, mainly descriptively, to some differences in context, by focusing on isolated examples; with an attempt to consider their significance in a general way.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view with the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates will typically describe some general differences, without detailed examples, with an undeveloped comment on their significance.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates are likely to describe some isolated, broad differences without comment on their significance.

Question 15b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates will typically focus on the concepts of truth and guru, and examine both in relation to Guru Nanak's teaching; in particular, they are likely to review a range of meanings applicable to the two terms and examine why these terms give a particularly Sikh interpretation of deity. They may consider other terms used in the Mool Mantar for God to help focus on why Satguru is given such prominence in Guru Nanak's teaching.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates are likely to give a straightforward explanation of the terms and may suggest why they are used so frequently by Guru Nanak to speak about God; they may digress into a more general consideration of titles or characteristics of the deity used by Guru Nanak.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to offer a general account of Guru Nanak's teaching about God as given, for example, in the Mool Mantar, with a limited focus on the two terms in the question.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates will typically offer isolated and mainly general statements about Sikh belief in a personal deity, with only fragmentary reference to the two terms.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates will typically address some of the common ground between Islamic and Sikh concepts of God, such as unity, eternity and creation, and comment on these in the light of other possible influences on Guru Nanak, particularly the Hindu devotional traditions; in arriving at a conclusion, they will typically refer to the view that Guru Nanak's own distinctive experiences may be the main sources of his belief.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to refer, implicitly or explicitly, to the statement that there is 'neither Hindu nor Muslim' and develop their answer mainly around this idea, leading to an affirmation of the conclusion that Guru Nanak chose 'God's path', making use of limited supportive evidence to confirm this view.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view with the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to give a broadly accurate but uncritical account of Guru Nanak's reported statement, without supportive evidence, but with some limited reference to the actual emphasis of the task.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates will typically re-state the words attributed to Guru Nanak without relating his statement directly to the task.

Question 16a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates will typically give a clear account of Sikh teaching about revelation, showing how God is unknowable apart from his own self-revealing nature; they are likely to show their understanding of this teaching through other supportive arguments, such as reference to 'the grace of the Guru' as the means of revelation, and/or examples, such as Guru Nanak's own experience of revelation at the river.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates are likely to give a straightforward outline of Sikh teaching about God as revealer, usually by reference to statements in the Mool Mantar; they are also likely to illustrate their knowledge of this teaching by reference to at least one appropriate example.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates may refer generally to Sikh ideas about revelation, but are more likely to rely on an example or examples without discussion of the underlying principle of revelation.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates will typically rely on recounting the example from the life of Guru Nanak with only passing or general reference to Sikh teaching.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates will typically affirm, and give equal weight to, a consideration of both the active and reflective/meditational aspects of Sikh spirituality, suitably illustrated with examples, and use this as a basis for commenting on how far both are an 'essential' factor in the Sikh way of life.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to give a generally balanced account of the Sikh way of life as involving both daily actions such as service to others and daily devotions, suitably illustrated, with at least a minimal commentary on the essential nature of both aspects.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view with the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to give a descriptive and probably unbalanced account of the two aspects of the Sikh way of life, with isolated but relevant examples, but without consideration of whether both or either are 'essential'.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates will typically describe isolated examples of appropriate 'actions' with some general reference to devotion, but without any framework of discussion.

Question 16b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates will typically describe a broad range of obligations (moral, ritual, social, religious - with examples) within the context of the wider concept of 'obligation' as signifying commitment to a distinctive way of life; they will also show how the amrit ceremony serves as the symbol and catalyst for this sense of obligation and commitment.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Candidates are likely to give a broad and accurate account of the main commitments Sikhs undertake in becoming 'amritdharis' (candidates do not need to use the word but should understand the concept); they will also show how the amrit ceremony re-inforces the sense of commitment.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to give a generally accurate outline of some of rules Sikhs must follow, though without an organised framework and with passing reference to the amrit ceremony as an occasion for commitment.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Candidates will typically refer to isolated examples of rules Sikhs must follow when they become members of the Khalsa.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Candidates will typically examine the concept of the patit and the processes which are followed for their rehabilitation and re-initiation, as a basis for commenting on the possible value or effectiveness of this process for strengthening the community. Some able candidates may refer to debates within the community about the interpretation and application of some of the rules of the Khalsa.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		Candidates are likely to describe accurately how Sikhs who fail to keep the rules are required to undertake various tasks or duties before re-admission; and to comment on the effectiveness of the process.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view with the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Candidates are likely to describe how some Sikhs may break their obligations, typically by such actions as cutting the hair or wearing Western dress, and how they may be re-admitted after submitting to rule again.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates will typically refer to an isolated example of breaking the rules and how they can be excluded from the Khalsa for such actions.

New Testament

Question 17a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		For Luke, candidates need to highlight main teachings from Sermon. Important issues such as the Beatitudes, love of enemies and judging others should be examined and best answers will have reference to scholars and Jewish background context. For Fourth Gospel, meaning of sayings needed in context; will include feeding of 5,000, prophetic symbolism, Moses, messianic banquet and Old Testament imagery.
3	15-22	<i>A range of accurate an relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		For Luke, candidates are likely to provide discussion on the Beatitudes and will deal with basic ideas of serving God, loving enemies and not judging others. They ought to offer reasonably comprehensive coverage of sermon. For Fourth Gospel, both sayings must be covered. Will need context of saying, including Jewish context and meaning based on Old Testament references and views of scholars.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		For Luke, there is a basic awareness of issues such as anger, love, greed and selfishness. Might tackle just one or two issues. For Fourth Gospel, may tackle just one saying or put into general context with little reference to meaning. Some may rely heavily on re-telling textual narrative.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant , but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		For Luke, likely to concentrate on narrative re-telling of Sermon with simple reference to main teachings. For Fourth Gospel, likely to tell the story of incident surrounding the saying, for example, feeding of 5,000 with little discussion of meaning.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		For Luke, likely to include highlighting differences between Jesus' teaching on love of God, enemies, forgiveness with that of Judaism at the time. For Fourth Gospel, look at response of Jewish Authorities who see Jesus' teachings as a challenge to their own authority. Highlight how Jesus fulfils scripture and prophecy. Views of scholars are paramount.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		For Luke, will probably highlight issues of love, anger and judgement. Look for comment on textual narrative and application to Judaism at that time. Differing views of scholars are important. For Fourth Gospel, broad discussion of e.g. blasphemy, Psalm 23, anger of Jewish Authorities.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view with the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		For Luke, will probably include discussion about the nature of forgiveness and selfishness. For Fourth Gospel, candidates will probably offer general comments on Jesus' relationship to God, breaking Law, anger of Jews and threat to their authority.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		For Luke, candidates will probably offer general discussion on teachings in Sermon - may offer confessional teachings, but lacking in depth and useful comment. For Fourth Gospel, candidates will probably discuss context of sayings, with little comment on background or views of scholars.

Question 17b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		Candidates need to highlight important issues such as power over nature and love of God. Use of vocabulary such as salvation, sin, light, dark, atonement, forgiveness. Discussion of nature of Jesus' relationship to God.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately, using some technical terms.</i>
		Will need to show accurate knowledge and understanding of miracles in the text, but must do more than just re-tell the story. Look for context, significance and teaching concerning the miracles.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		There is a basic awareness of significance of miracles. They should do more than just re-tell the story. Might tackle just one incident. Look for some evidence of understanding the background issues and context.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant , but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Will probably re-tell miracle stories from text. May display basic understanding of reasons for miracles.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Is likely to include definitions and evaluation of views of scholars concerning importance or otherwise of miracles. May make reference to power of God, interpretation of events at that time and Old Testament prophecy.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		Will offer range of viewpoints and evaluation. Look for arguments both ways. May include discussion of different types of miracles. Views of scholars.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view on the basis on evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Will display basic evaluation of importance of miracles. May include other examples. Look for some critical evaluation and reference to scholars.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Candidates may offer simple evaluation of importance of miracles. Look for some reference to scholars at basic level.

Question 18a		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.</i>
		For Luke, candidates need to highlight important teachings and examples. Need both prayer and Sabbath e.g. Lord's Prayer, parables, Sabbath incidents, breaking the Law of Moses, anger of Jewish leaders. For Fourth Gospel, selection of incidents and meaning behind them. Most will choose Samaritan Woman and Mary at the tomb. Need to show background knowledge of status of women at that time.
3	15-22	<i>A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		For Luke, candidates should refer to textual narrative and examples e.g. songs of praise, Sabbath incidents. Look for important aspects of teaching and views of scholars. For Fourth Gospel, will need to show accurate knowledge and understanding and are likely to provide examples of incidents such as woman in adultery and Mary and Martha. Candidates need not cover every incident.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		For Luke, look for basic understanding of textual narrative, perhaps with some background concerning Judaism. For Fourth Gospel, look for a basic awareness of social and cultural issues. Might tackle just one incident. In both instances, candidates should do more than just re-tell textual narrative.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant , but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		For Luke, candidates will probably re-tell narrative. Similarly, for Fourth Gospel, look for simple use of narrative incidents such as the conversation with Samaritan woman and turning water into wine. Look for some understanding of basic issues.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		For Luke, likely to include evaluation of views of scholars concerning Jesus' teaching as opposed to Judaism. For Fourth Gospel, candidates should evaluate attitude of Jesus in light of Judaism. Candidates will need to have an understanding of Old Testament and Jewish background and context.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		For Luke, evaluation of teaching as compared with Judaism, highlighting similarities and differences. For Fourth Gospel, will offer range of viewpoints and evaluation e.g. of position of women in relation to God. May be discussion of women's role in Jewish society.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view with the basis on evidence; clearly expressed and communicated with a sufficient degree of accuracy to make the meaning clear..</i>
		For Luke, candidates should evaluate basic teaching and make some attempt to reflect views of Judaism. For Fourth Gospel, will display basic evaluation of women's role in Judaism and simple argument of the difference in Jesus' teaching.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		For Luke, candidates may offer simple evaluation of teachings. For Fourth Gospel, will probably be a general discussion of women's role through isolated instances.

Question 18b		
Level	Mark	AO1
4	23-28	<i>A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately using a range of technical vocabulary.</i>
		Candidates need to highlight nature and demands with the emphasis on teaching. Important issues such as forgiveness, community, witness, new life, spirit, truth and testimony should be identified. Candidates must do more than simply re-tell textual narrative.
3	15-22	<i>A range accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.</i>
		Will be likely to provide examples of teaching such as the calling, persecution and the mission to the world, but must do more than display simple knowledge of textual incidents. Look for understanding of background issues. Look for views of scholars and context of teachings.
2	7-14	<i>Accurate and relevant information presented within a structure which shows a basic awareness of the issues raised, and expressed with a sufficient degree of accuracy to make the meaning clear.</i>
		There is a basic awareness of issues such as following Jesus, commitment, danger and prayer. Might tackle just one issue. Must do more than re-tell the textual narrative.
1	1-6	<i>A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.</i>
		Likely to be simple re-telling of textual narrative concerning Holy Spirit and Disciples. Look for understanding of basic issues.

Level	Mark	A02
4	9-12	<i>An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.</i>
		Is likely to include discussion on importance of salvation, witness and testimony. Look for range of viewpoints and scholarship, together with reference to Old Testament. Must do more than re-tell textual narrative.
3	5-8	<i>A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion and expressed clearly and accurately using some technical terms.</i>
		Candidates may include discussion on fellowship, obedience. Look for evaluation of importance in Jesus' ministry. Both Holy Spirit and Disciples should be discussed. References to scholarship and Old Testament are important.
2	3-4	<i>Clear argument(s) at a simple level to support a point of view with the basis on evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.</i>
		Will include simplistic notions of who the Holy Spirit and Twelve were and what He did. Look for evidence of evaluation and scholarship.
1	1-2	<i>A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.</i>
		Will probably re-tell textual narrative concerning Holy Spirit and Disciples. Look for reference to at least one scholar and some attempt at critical evaluation.