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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**HUMANITIES**

**UNIT 3 - PAPER 03  
CHRISTIANITY AND ISLAM  
4323/03**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**Award 0 marks if the answer is  
incorrect or irrelevant.**

# GCSE Humanities

## 4323/03 Christianity and Islam

### SECTION A

#### Question 1

(a) Use Source A **and your own knowledge** to describe the celebration of Eid ul Fitr.

[2]

AO1	AO2	AO3	total
1	0	1	2

#### **Point marking**

*Credit one mark for valid statement from source plus one mark for a valid statement from own knowledge:*

*A card (1) greetings (1) Eid Murbarak (1) ask for Allah's blessing (1)*

*own knowledge: Mosque, (1) hugs (1) sweets (1) clothes (1)*

(b) Describe an Islamic funeral ceremony. [4]

AO1	AO2	AO3	total
4	0	0	4

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed for 4 marks.

#### **Indicative content:**

*L1 – May make simple points e.g. washing body, body wrapped, Qur'an, family.*

*L2 – More detailed description e.g. the shahadah should be spoken by the dying person, or if they are unable by someone else, family gathers to say prayers from the Qur'an, the body is wrapped in a shroud often the clothes worn on Hajj etc.*

- (c) Use Source B **and your own knowledge** to describe the Christian celebration of Easter. [4]

AO1	AO2	AO3	total
2	1	1	4

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks
description	Limited description taken from the source. Likely to give a simple description of the source. No elaboration. Max 2 marks for knowledge/source only.	Description uses source and own knowledge. For 4 marks there is elaboration showing own knowledge and understanding.

**Indicative content:**

*L1 – May paraphrase the source, or make basic points from own knowledge e.g. crosses, flowers, gathering, could be outside/ Go to church, pray etc.*

*L2 – Uses both source and knowledge e.g. Christians may attend a vigil on Holy Saturday, on Easter Sunday the church service will be joyous, most will take the Eucharist, the paschal candle will be lit etc. Some Christians gather on a hillside at dawn. The Easter service involves hymns and Bible readings to remind Christians of the resurrection.*

- (d) Explain why it can sometimes be difficult for Muslims to practise their faith in the UK today. [6]

AO1	AO2	AO3	total
2	4	0	6

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks	<b>L3</b> 5-6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 for description only.	Explanation with more than one accurate point.  Max 3 marks for a simple list of reasons with no elaboration  Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point.  Elaboration of one or more points using accurate knowledge and understanding of religious concepts/teachings.

**Indicative content:**

*L1 – May describe aspects of Islamic life e.g. food/clothing/prayers/racism or give a basic account of a difficulty e.g. difficult to get time off work.*

*L2 – Should give some explanation of the difficulties e.g. It may be difficult for Muslims to get time off work to attend Friday prayers, they may find that it is difficult to pray five times per day due to having a job or other commitments etc.*

*L3 – Should explain several points, may consider Islamophobia and possible impacts of recent news e.g. terrorism/ Trojan horse etc.*

- (e) Use both sources C and D **and your own knowledge** to explain why Muslims have different views about the importance of religious festivals. [6]

AO1	AO2	AO3	total
2	2	2	6

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks	<b>L3</b> 5-6 marks
Explanation	<p>Descriptive answer.</p> <p>Candidates may paraphrase the content of the source/s or provide very basic knowledge.</p> <p>No elaboration.</p>	<p>Explanation of one or both view points (although one may be discussed in more detail than the other).</p> <p>Candidates uses source/s and own knowledge.</p> <p>For 4 marks there is elaboration of at least one point of view.</p>	<p>Detailed explanation of both views with more than one example of elaboration.</p> <p>Candidate uses both sources and own knowledge.</p> <p>For 6 there should be clear reasoning for the differences.</p>

**Indicative content:**

*L1 – May describe one or both sources e.g. Centre of the faith, prefer to read the Qur’an, may describe a religious festival or give a basic account of its importance.*

*L2 – May describe source and explain one view; festivals usually remember events from the history of the faith and so they are a good way to teach people about the faith, this makes them important. Own knowledge may include specific festivals.*

*L3 – Will look at both view points and refer to both sources; Person 1 believes that festivals are at the centre of the faith because it helps them to understand the history of the faith and they can come together with the Islamic community to celebrate which helps to strengthen the faith and the identity of those who belong, could mention specific festival to illustrate; on the other hand person 2 feels that festivals have lost their meaning because they have become commercialized, they do not think they are the most important part of the faith and they prefer to read the Qur’an. Reading the Qur’an teaches people about the history of their religion and helps to strengthen the faith. Response may mention other aspects of the religion that are important.*

- (f) 'Birth and coming of age ceremonies are the first steps towards a religious life, they are the most important part of being religious.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1-2 marks	<b>L2</b> 3-5 marks	<b>L3</b> 6-8 marks
	<b>A narrative</b>	<b>Understands that there are arguments for and against the issue</b>	<b>A full understanding for and against the issue and a judgement is made based on evidence</b>
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one <b>or</b> both sides of the argument.  Max 4 marks for one-sided discussion of the statement.  For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement.  For 7-8 marks must be detailed and accurate. A judgement about the <b>most compelling argument</b> has been reached.
Analysis / conclusion	Conclusion is not attempted.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

*In your answer you may consider:  
Reasons why birth and coming of age ceremonies are important;  
Other beliefs and practices that are important to being religious.*

**Indicative content:**

*L1 – Simple points e.g. Christening/ aqiqah are the first ceremony, confirmation/circumcision happen when a person is young. These are important ceremonies for families.*

*L2 – Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments*

*L3 – Explains arguments for and against the statement.  
For 7/8 marks there must be a judgement from the candidate –agrees/disagrees with the statement and reasons why.*

*Likely arguments for:*

*Christening ceremony welcomes Christians into the faith, it is a time when Christians believe that the child is cleansed of any sins and it is a time when the child is believed to move from darkness into light. It is an important time for the individual, the family and the wider Christian community. A child is allocated God parents who promise to take responsibility for their spiritual well-being.*

*Aqiqah An important time when the birth of a child is announced, and Muslims believe they receive the blessings of Allah. It is an important time for the Islamic family and for the Islamic community as family, friends and neighbours join in the celebration. It is also important because it is a time when offerings are given to the poor.*

*Confirmation ceremony marks the personal decision to take on the duties of the faith, it is the time when young people commit themselves to taking on the duties of their faith in a more serious way. The service is conducted by a Bishop – this shows its importance.*

*Circumcision of infants or young boys is an important aspect of the faith and is part of the fitrah, Abraham is believed to have circumcised himself in his 80's this is seen as a sign of how important it is.*

*Likely arguments against:*

*You can live a full religious life without taking part in such ceremonies. May argue that worship, following the teachings of the religion and helping those who are in need are more important aspects of living a religious life. Response may explain the importance of the Qur'an, festivals, five pillars, Teachings of Jesus etc.*



## Section B

### Question 2

- (a) Use Source A only to describe Christian attitudes towards marriage and family life. [2]

AO1	AO2	AO3	total
0	0	2	2

#### Point marking

Credit one mark for each valid statement from source/ attribution to max 2 marks:  
Read the Bible together (1) go to church as a family (1) children may attend Sunday school (1)

- (b) Describe Islamic teachings on divorce. [4]

AO1	AO2	AO3	total
4	0	0	4

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed for 4 marks.

#### Indicative content:

*L1 – May make simple points e.g. It is allowed but is not common, may mention waiting time.*

*L2 – May describe Islamic beliefs e.g. Muslims accept that sometimes marriages break down. As a legal contract between two people it can be ended. A man cannot seek a divorce from his wife until it is certain that she is not pregnant, as he might then change his mind. During a period of three months (called *iddah*) reconciliation should be attempted. A woman can also obtain a divorce, either by an agreement with her husband or because of his treatment of her.*

(c) Explain why working to help the less fortunate is important to many Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks	<b>L3</b> 5-6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point. Elaboration of one or more points using accurate knowledge and understanding of religious concepts/teachings.

**Indicative content:**

*L1 – May give basic reasons e.g. the Bible/Jesus teaches this, to get to heaven.*

*L2 – May explain teachings such as ‘love your neighbour’ or how Christians might follow Jesus’ example or explain ‘eye of a needle’.*

*L3 – Expect understanding of religious concepts, should refer to specific teachings e.g. The Bible has more teachings about helping others than anything else, the famous Parable of the Good Samaritan encourages Christians to help people who need their help regardless of race or social background. Jesus was poor and he taught people that they should store up treasures in heaven by doing good deeds rather than seeking out riches on earth.*

(d) 'Religious teachings about marriage are not relevant in the UK today.' To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1-2 marks	<b>L2</b> 3-5 marks	<b>L3</b> 6-8 marks
	<b>A narrative</b>	<b>Understands that there are arguments for and against the issue</b>	<b>A full understanding for and against the issue and a judgement is made based on evidence</b>
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one <b>or</b> both sides of the argument.  Max 4 marks for one-sided discussion of the statement.  For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement.  For 7-8 marks must be detailed and accurate. A judgement about the <b>most compelling argument</b> has been reached.
Analysis / conclusion	Conclusion is not attempted.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

**Indicative content:**

*L1 – Simple points e.g. marriage should be for life, could give reasons for divorce e.g. domestic violence.*

*L2 – Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.*

*L3 - Explains arguments for and against the statement.*

*For 7/8 marks there must be a judgement from the candidate – agrees/ disagrees with the statement and reasons why.*

*Likely arguments for:*

*It is a personal decision which affects the couple, the marriage may be unhappy, people change and may no longer love one another, there may be real problems like violence, alcohol or drug abuse, divorce is more acceptable in society, religious teachings are out of date etc.*

*Likely arguments against:*

*Religious teachings support people in difficult times, marriage should be for life, teachings about divorce could help a couple get through problems, it could keep families together, offers an ideal for stable family life, they offer guidelines which are good for society, encourages people to seek reconciliation and overcome conflict.*

### Question 3

- (a) Use Source A **only** to describe the Bible story of the birth of Jesus. [2]

AO1	AO2	AO3	total
0	0	2	2

#### **Point marking**

Credit one mark for each valid statement from source to max 2 marks.

Mary & Joseph (1) kings (1) gifts (1) stable (1)

- (b) Describe Islamic beliefs about life after death. [4]

AO1	AO2	AO3	total
4	0	0	4

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed for 4 marks.

#### **Indicative content:**

*L1 – May list elements of beliefs about life after death e.g. heaven, hell.*

*L2 – Expect more detailed description e.g. Muslims believe that they will remain in their graves until the Day of Resurrection (yawm al-Qiyamah/ the Day of Judgement (yawm ad-din) /the Last Hour (as-sa'a) If the good deeds outweigh the bad, the person will go to paradise (Jannah), a place of joy and bliss. If the bad things outweigh the good, then the person will be punished in hell (Jahannam).*

(c) Explain why the events of Holy Week are important to Christians.

[6]

AO1	AO2	AO3	total
2	4	0	6

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks	<b>L3</b> 5-6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point. Elaboration of one or more points using accurate knowledge and understanding of religious concepts/teachings.

**Indicative content:**

*L1 – May describe events of holy week/Easter, or give simple reasoning e.g. because Jesus died and was resurrected.*

*L2 – Expect reference to specific events e.g. Jesus died on the cross, this is important because he sacrificed his life for others. Jesus rose from the dead, this showed that he was the Son of God. Response may refer to a range of events from holy week e.g. cleansing the temple, last supper, trials.*

*L3 – Expect understanding of religious ideas e.g. Jesus fulfilled prophecy during Holy Week, he showed that he knew of his death, in the Last Supper he told his followers to serve others and to perform the Eucharist in his remembrance, Jesus willingly gave up his life to bridge the gap between God and man, The resurrection shows good winning over evil.*

- (d) 'Christianity and Islam are very similar faiths.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1-2 marks	<b>L2</b> 3-5 marks	<b>L3</b> 6-8 marks
	<b>A narrative</b>	<b>The controversy/dilemma is recognised</b>	<b>The dilemma is understood and evaluation is made based on evidence</b>
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument.  Max 4 for one sided discussion of the statement.  For 4 or 5 marks some points are elaborated	For 6 marks a range of points are made both for and against the statement.  For 7 or 8 marks they must be detailed and accurate.
Analysis/conclusion	Conclusion is not attempted. OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified with direct reference to evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and/or punctuation.	Communication is clear and there is an attempt at structure. There are few errors in spelling and/or punctuation.	Communication is articulate and the answer has clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

**Indicative content:**

*L1 - Simple points e.g. They are similar they both pray, they are different they have different holy books.*

*L2 - Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.*

*L3 - Explains arguments for and against the statement.*

*For 7/8 marks there must be a judgement from the candidate-agrees/disagrees with the statement and reasons why.*

*Likely arguments for:*

*There are lots of similar religious practices, reading the holy books, attending worship and private prayer. In both faiths important events in the lives of believers are celebrated using rituals. There are lots of similarities in the guidance that is offered for behaviour; care for the planet and other people. Both faiths have holy building which has key features and symbols of the faith. Family is important to both religions.*

*Likely arguments against:*

*Muslims believe in the one-ness of God, Tawhid, this is very different from the Trinity. The holy books are different and they have different teachings about how people should behave in their lives. Christians and Muslims have different roles and responsibilities. Salat is very different from Christian worship - could go on to give a detailed comparison. Events in the lives of believer are marked in very different ways.*