

A-LEVEL

RELIGIOUS STUDIES

RSS10 World Religions 2: Christianity OR Judaism OR Islam 1 *The Way of Submission*
Mark scheme

2060
June 2014

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

<i>Level</i>	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks	AS Descriptors for Quality of Written Communication in AO1 and AO2
7	A thorough treatment of the topic within the time available. Information is accurate and relevant, and good understanding is demonstrated through use of appropriate evidence / examples	28-30	A well-focused, reasoned response to the issues raised. Different views are clearly explained with supporting evidence and argument. There is some critical analysis. An appropriate evaluation is supported by reasoned argument.	14-15	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility; high level of accuracy in spelling punctuation and grammar.
6	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / example(s)	24-27	A mostly relevant, reasoned response to the issues raised. Different views are explained with some supporting evidence and argument. There is some analysis. An evaluation is made which is consistent with some of the reasoning.	12-13	
5	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, with some development, showing reasonable understanding through use of relevant evidence / example(s).	20-23	A partially successful attempt to sustain a reasoned argument. Some attempt at analysis or comment and recognition of more than one point of view. Ideas adequately explained.	10-11	Mainly appropriate form and style of writing; some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar.
4	A generally satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing some understanding and coherence.	15-19	A limited attempt to sustain an argument, which may be one-sided or show little ability to see more than one point of view. Most ideas are explained.	7-9	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	5-6	
2	A superficial outline account, with little relevant material and slight signs of partial understanding, or an informed answer that misses the point of the question.	5-9	A superficial response to the question with some attempt at reasoning.	3-4	Little clarity and organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.
1	Isolated elements of partly accurate information little related to the question.	1-4	A few basic points, with no supporting argument or justification.	1-2	
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0	

RSS10: Section A *Christianity***Question 1 Some beliefs about God: Trinity and salvation**

0	1
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Examine the Christian concept of the three persons of the Trinity.

Students may approach this question from the concept of the three separate persons or the ways in which they relate in the godhead.

Students may include some of the following or other relevant material:

- God as 'Three in One'.
- Father Son and Holy Spirit are not three gods, but three persons who are distinct from each other by their relationship with each other within the one Godhead.
- God the Father as creator of heaven and earth.
- Jesus as 'God incarnate', the only son of God, of one substance with the Father.
- The Holy Spirit as the active presence of God in the world and comforter.
- God is transcendent but through his Son and Holy Spirit, he is said to be near Christians and with Christians.
- It is a doctrine seeking to resolve the problem of unity of God and diversity of ways God is experienced.
- The doctrine of the Trinity sums up widespread Christian experience of God.

[30 marks]**AO1**

0	2
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'Christians cannot be monotheistic if they believe in the Trinity.'

Assess this claim.

In support of the statement:-

- God does appear as three different beings if the idea of the Trinity is taken literally.
- Christian philosophers and theologians have long been concerned with the question of how to reconcile their belief in three fully divine Persons with their commitment to monotheism.
- The Christian concept of God is less purely monotheistic than the Old Testament idea, or the monotheism of Judaism or Islam.

On the other hand:-

- God revealed himself in the world; it is not three different gods.
- Christians experience the same God as the Father, Son and Holy Spirit.
- The doctrine of the Trinity makes God accessible to Christians rather than be seen as three gods.
- Christianity affirms, 'the Lord our God, the Lord is one'.

[15 marks]**AO2**

Question 2 Christian scriptures: nature and purpose

0	3
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Examine the nature of the Christian scriptures.

Students may include some of the following or other relevant material:

This can be approached in a variety of ways:-

Authority

- They are holy books that hold authority for Christians.
- They are revealed scriptures. Need not be solely about content.
- Believed by some to be infallible and without error, by others as inspired literature, by others as merely ancient literature.

Literary

- law, prophecy, writings, history, poetry, gospels, letters, apocalyptic.
- There are different types of material in Christian scriptures such as law, parables, miracles and types of teaching material.
- OT written in Hebrew; NT written in Greek.
- Consists of literature in the OT material written from 12th century B.C.E. to 2nd century C.E.

Canon / historical

- Apocrypha included after approximately 250 C.E. has authority for Catholics, not Protestants.
- Christian canon completed by 367 C.E.

Responses should be either in depth or have breadth

[30 marks]**AO1**

0

4

‘Knowing about different types of material in the scriptures does not help a Christian to understand them.’

Assess this view.

In support of the statement:-

- The diversity adds to confusion.
- It is not clear whether a passage is supposed to be read as history, legend or myth.
- Meaning can be unclear and is much debated.
- The various types of literature are unlike modern literature and require interpretation.
- Biblical criticism, for some, seems to be attacking the Bible and undermining faith.
- All scripture is to be read as God’s word for today, and God guides the reader.
- Some Christians do not just accept what is in the scriptures but it is open to interpretation and to this end, knowing about the different types of material helps an understanding of the scriptures.

Other views:-

- It helps enormously to know whether a passage is to be read as history or as myth e.g. creation stories.
- It shows how to interpret each type e.g. literally / allegorically / as parable etc.
- Biblical scholarship has assisted Christian understanding by revealing the author’s intention.
- Passages have more meaning when one knows the context in which they were written.

[15 marks]

AO2

Question 3 Aspects of Christian worship

0	5
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Examine the use of music and the use of ceremony in Christian worship.

Students may include some of the following or other relevant material:

Music:-

- Music helps Christians express and declare their faith.
- Hymns, psalms, worship songs and anthems are sung of praise, thanksgiving, joy, wonder, love, commitment and repentance.
- Hymns / songs / psalms are popular in both liturgical and non-liturgical worship.
- Organ music creates atmosphere.
- Mass settings by great composers are sung in Cathedrals
- 'He who sings prays twice'. St. Augustine.
- Role of music groups/bands to lead praise.
- The role of silence

Ceremony:-

Ceremony may include 'theatrical' approaches as well as simpler, ritual events

- Liturgies such as eucharist and baptism comprise set words and actions of a symbolic nature.
- In the Orthodox, Catholic and Anglican traditions, especially in large churches and cathedrals, worship is made spectacular and awesome by the dress, demeanour and actions of clergy and assistants, use of incense, ringing of bells, bowing, crossing etc..
- Festivals involve customary ceremonies e.g. lighting Advent candles, ashing on Ash Wednesday, foot washing on Maundy Thursday; re-enactments of the Palm Sunday walk and the crucifixion; blessing of Easter garden.
- Processional events and use of vestments; robed choirs.

If only one aspect covered, no more than level 5 awarded.

[30 marks]**AO1**

0

6

'In Christian worship, the use of music is more important than the use of ceremony.'

Assess this claim.

In support of the statement:-

- Music helps to glorify God.
- Some Christians find their closest experience of God through hymn singing.
- Music is the best way to gain inner strength and inspiration for their daily lives.
- Anthems and hymns as well as latterly, spirituals are clearly the things which give worship meaning.
- Music is even used in denominations that reject ritual e.g. Pentecostal Churches, Salvation Army.

Other views:-

- Ceremony is a central aspect of the Christian practice.
- Role of sacraments is seen most clearly through ceremony.
- Music is a non- essential addition to liturgical worship and cannot be a substitute for it.
- Worship can and does take place without music, but ceremony is hard to avoid.
- Quakers avoid both music and ceremony in pursuit of a purer Christian worship.

N.B The Spec focuses on ceremony, so allow some breadth of interpretation to include ritual and liturgy, though these are not actually the same.

[15 marks]

AO2

Question 4 A Christian way of life: initiation, marriage and death

0

7

Outline practices associated with Christian baptism and explain their significance.

Students may cover one or more forms of baptism in their response.

Practices

- In many churches the font is near the door of the church where baptism takes place, symbolising entry to the Church.

Infant baptism includes:-

- Signing with the cross.
- Sprinkling or pouring of water in the threefold name.
- In some churches, the use of the two oils.
- Godparents' vows
- Perhaps a baptismal candle is given which represents the one true light of Christ

Believers' baptism includes:-

- Personal confession of faith or testimony
- Immersion
- Baptism in the threefold name
- Admission to the Holy Communion soon after

Significance:-

- Origins of baptism lie in the ritual activity of John the Baptist.
- Christians then adopted the practice early on.
- Baptism became a universal Christian rite by the 2nd century C.E.
- Christians were baptised once a year before Easter after a lengthy period of preparation.
- God bestows upon people grace through the word and sacraments.
- Baptismal water washes away people's sin.
- It is an act of renunciation.
- It is an act of renewal marking the beginning of a new life with God.
- It is a ceremony of spiritual cleaning.
- Immersion indicates that a sinner is drowned and a new person forgiven by Christ emerges.

N.B. Students may take practices and significance in succession or outline and explain particular practices in turn. Either way is creditable. If only outline dealt with, max of level 4.

[30 marks]**AO1**

0

8

‘Baptism is the most important way of showing commitment to the Christian faith.’

Assess this view.

In support of the statement:-

- Baptism has been an important rite since New Testament times.
- It is unrepeatable and unique.
- It is public and involves the whole community.
- In Catholic tradition sacramentally it completely changes a person’s status in relation to God in a way no other rite does
- All other indications of commitment are consequences or outworkings of baptism therefore better to wait until confirmation.

Other views:-

- Infant baptism is not a personal commitment of an individual. Confirmation is.
- Real marks of commitment are on-going.
- Regular attendance at church marks commitment.
- A life of prayer marks commitment.
- Living by Christian standards marks commitment.

[15 marks]

AO2

Section B *Judaism*

Question 5 God and his people

0

9

Examine Jewish ideas about God as a loving and merciful God and as a God who will punish.

Students may include some of the following or other relevant material:

Loving and merciful:-

- God rescued his people from slavery and made them his people.
- God will always save or redeem his people, especially at times of crisis.
- This is reflected in the siddur / prayer book (God will redeem Israel to show his love).
- In the Shema it identifies God as having saved the people of Israel from slavery in Egypt.
- God is a sustainer and will look after his people because of his love for them.
- He shows favour to whoever he chooses and he is faithful and keeps his covenant with his people.
- Hashgahah (or providence) in the sense of God's attentive care.
- God's love is experienced in personal terms through answers to prayer, support in times of need.
- Mercy is experienced in the forgiveness of sins.

One who punishes:-

- Jews believe God gave the world his law but also constantly judges the behaviour of every person and they will be punished if they break God's laws.
- Jews have to retain the purity of their religion to not be exiled again for disobedience.
- Jews will be punished if they break the commandments God gave to Moses.
- The theme of punishments runs through the Prophets.
- The mainstream Jewish view is that God will reward those who observe his commandments and punish those who intentionally transgress them. Examples of rewards and punishments are described throughout the Bible, and throughout classical rabbinic literature.
- The Bible contains references to Sheol, as the common destination of the dead, so God judges who has followed his commandments and who does not and to what extent.
- Gehenna is a place of punishment.

Some students may comment on the ways in which punishment is seen as part of the loving and merciful nature of God within Jewish thought.

Max Level 5 if only God as loving and merciful covered with no reference to 'God who punishes'.

[30 marks]

AO1

1

0

‘History shows that God does not love the Jewish people.’

Assess this claim.

In support of the statement:-

- Assyrian destruction of Samaria and Babylonian conquest of Jerusalem and pressure on Jews to adopt other people’s religion and culture.
- Jews exiled from many lands.
- Pogroms and subsequent migrations in search of freedom.
- Persecution of the Jews during the Holocaust.
- Theological questions raised by these experiences.

Other views:-

- The whole story of the Tanak is of God’s constant love, reiterated by prophets like Amos and Hosea.
- God gave the commandments to protect his people.
- He has ‘chosen’ the Jews to be his messengers.
- Rescued them from slavery in Egypt.
- Gave them the land of Israel.
- Through many holocausts has always caused a remnant to survive.

[15 marks]

AO2

Question 6 Scripture

1	1
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 Explain Jewish views about the authority of the scriptures.

Students may include some of the following or other relevant material:

- Scriptures have differing degrees of authority: traditionally Torah the highest, then Nevi'im and Ketuvim, then Talmud.
- Orthodox Jews regard the Torah as the absolute word of God revealed to the people of Israel through Moses at Mount Sinai.
- The word of the Torah is considered as divine and timeless and therefore cannot be altered.
- The Torah as the absolute word of God and is treated with special respect in synagogue, hand-written, etc.
- Reform or Progressive Jews hold the view that the Torah was written by a person or persons inspired by God.
- There is the issue over whether scriptures are God's final and complete revelation or not.
- The scriptures have authority over all issues of doctrine, practice, morality and everyday life.

[30 marks] A01

1	2
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 'The Torah is by far the most relevant scripture for Jews today.'

Assess this claim.

In support of the statement:-

- Torah means 'instruction' and the first five books of the Bible are of most importance to Jews as they house all the rules and ethical ideas set in a historical framework.
- For Orthodox Jews, the commandments in the Torah are God's will and nothing can be as important.
- For Jews, reapplying the mitzvot to changing conditions turns each scientific discovery and technological advance into a new opportunity for serving God which is the heart of Torah.

Other views:-

- Torah is less relevant than it was for some Jews and certainly so when compared to the other scriptures Jews use.
- All of the Tanak is equally as relevant and all the books of the Hebrew Bible have their place in worship and worship is at the heart of Judaism.
- Judaism can only be maintained by studying the Tanak and Talmud etc.
- All commentaries are a tradition of awareness in the ancient, medieval and modern which apply the eternal laws of the Torah to everyday Jewish lives.
- Additions over time makes all Jewish scriptures relevant.

[15 marks] A02

Question 7 Aspects of worship and festivals

1

3

Examine the significance of the Shabbat service for Jews.

Students may include some of the following or other relevant material:

- It has a real congregational aspect to it.
- More aliyot (opportunities for congregants to be called up to the Torah) are given on Shabbat than on any other day, and this is an honour.
- Seven days of creation and the link to the Shabbat.
- Jews can insert their own prayers into the Amidah.
- Message of the Torah is eternal and this is shown through the Shabbat service.
- Rabbi explains how Jews should live their lives.
- Students can draw out the differing significances for Orthodox and Reform as well as for men and for women, for example, a hope for a return to Jerusalem for Orthodox Jews.

Max Level 2 if students only describe events and do not focus on significance.

[30 marks]**AO1**

1

4

‘Shabbat is meaningful only when it is observed in the home.’**Assess this claim.****In support of the statement:-**

- Family celebrations and blessing of the children happens at home.
- Role of women significant in the home.
- Kiddush recited.
- Meal has much significance which can only be expressed through the home remembrance.
- Preparations start the day before in the home suggesting the importance and symbolism.

Other views:-

- Reading of the Torah can only take place in the synagogue.
- Jews are encouraged to go to the morning service on Shabbat.
- Nothing is as important as the gathering of Jews in the synagogue alongside the sharing of Shabbat with others.

[15 marks]**AO2**

Question 8 Styles of Judaism: Orthodox and Reform beliefs and practices

1	5
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Examine Jewish beliefs about the centrality of the land of Israel.

Students may include some of the following or other relevant material:

- It is the Jews' homeland.
- It is their holy land.
- It is the land Jews believed God promised them and helped them to conquer at the time of the Exodus.
- Importance of the land in Jewish liturgy.
- Promise of the land to Abraham as well as promises relating to 'the land which I gave to your fathers'. Ezekiel 36.
- State of Israel established in 1948.
- Almost all Jewish pilgrimage sites are in Israel.
- Jerusalem in Israel is the only place in the world where the temple could be rebuilt.
- Even if Jews sin, their exile from Israel must be understood as temporary in light of the everlasting promise God has made in giving them the land.
- Zionist movements, raising money for Israel, providing information about it, encouraging Jews to settle there suggests the centrality of the land of Israel.
- The idea of the state / land as a refuge from anti-Semitism and as a centre for Jewish cultural life.
- Israel should be defended hence the setting up of the Israeli Defence Forces.
- Orthodox Jews are much more concerned about the centrality of the land of Israel than Reform Jews.

[30 marks]**AO1**

1

6

'Belief in the centrality of the land of Israel is not relevant to Jews today.'

Assess this claim.

In support of the statement:-

- Reform Jews decided to discontinue all prayers for the restoration of a Jewish state in 1845 as it has no theological basis.
- It does not weaken Israel as a country if some Jews do not give the centrality credence.
- Jews living in the diaspora are happy to support the existence of Israel but have no intention of living there.
- In the long run, the centrality of one or another community in leading Jewish life is not going to depend on the decisions of the land of Israel.
- Religious life is central, not the land of Israel to modern Jews.

Other views:-

- God chose the Land of Israel as the chosen land, and Jerusalem as its spiritual focus.
- The Talmud says that creation began in Jerusalem, and the world radiated outward from this place.
- In every synagogue service, Jews pray for the land of Israel and Jerusalem; the Ark in every synagogue is meant to be in the direction of Jerusalem.
- The land flourishes today, as millions of visitors come to pray at the famous Western Wall.
- Some say that it is a gift from God and all Jews should embrace this.
- Theologically linked to the survival of Judaism so is relevant to many Jews today.
- The final words in the Seder at Pesach 'next year in Jerusalem, next year shall all be free'.
- Importance of the land in Jewish liturgy.
- Dispersion of Jews throughout the world is seen by some as a punishment for sin.
- Reform Jews do now pray for Israel (though not for the restoration of the temple).

[15 marks]

AO2

Section C *Islam 1 The Way of Submission***Question 9 The Qur'an**

1

7

Examine the importance of the Qur'an for Muslims.

Students may include some of the following or other relevant material:

- Qur'an is seen as the absolute word of God.
- Qur'an is important for spiritual and inspirational reasons.
- Qur'an is important for ethical and doctrinal reasons.
- Muslims believe that by following Qur'an, they are living life the way Allah wants them to.
- The law is based on the Qur'an and the Sunnah and is used by Muslims to make moral decisions.
- It is a complete code of Muslim conduct.
- There are some 500 or so verses in the Qur'an which possess definitive legal elements used in Islamic courts of law.
- The Qur'an is the final arbitrator for Muslims, e.g. dispute on the role of women would be settled by the Qur'an as the Qur'an would claim to lift the status of Muslim women.
- The Qur'an is used as a source of law on encouraging people to record details of loans or contracts.
- Disagreements domestically on conceptual or practical materials are settled by reference to the Qur'an.
- It is the final authority on social, political and economic matters between different groups of Muslims.
- In family law it is used as guidance in marriage and divorce and promotes development of disciplines.
- Muslims memorise the Qur'an (Hafiz) and preserve it within their hearts.
- The Qur'an is placed on a high shelf when not in use and not touched unless physically cleansed by ablution.
- Some may say the Qur'an provides cures and helps Muslims to find peace in their lives.

[30 marks]**AO1**

1

8

'The commandments given in the Qur'an are relevant only for the time in which they were given.'

Assess this claim.

In support of the statement:-

- The commandments given in the Qur'an were given to Muhammad in a very different religious and moral time from today.
- Some could argue that they hold little guidance for Muslims today.
- It tells of how Governments should treat their subjects and other states but more relevant to the time they were given as the world has changed.
- It is regarded as unique in its nature and authority but some argue only for its time so is now out of date.
- Not wholly relevant or there would be no need for interpretations to make it work in the modern world.

Other views:-

- They are seen as the word of God and by definition, relevant for all times.
- The commandments in the Qur'an offer much on public and private prayer, personal contemplation, religious, social, moral guidance, use as talisman, in education. Reflection on nature of God, signs of God within creation, use by Sufis, source of law, history, teaching about Islam that is still of worth and value today.
- The Qur'an has much on doctrinal statements and how to keep the Pillars of Faith.
- Imams still use the Qur'an as a basis for their sermons in the mosque.
- Life is ibadah and the Qur'an guides Muslims on the straight path.
- It is still used in the Madrassah to show the importance of learning commandments in Arabic as sacred language
- The meditations in the Qur'an can enable a Muslim to come closer to God.

[15 marks]

AO2

Question 10 The Five Pillars

1

9

Outline the events of the Hajj and explain their significance to Muslims.

Students may include some of the following or other relevant material:

Outline:

- Wearing the ihram.
- Travelling towards Arafat on 8 Dhul-hijjah and staying at Mina overnight.
- Standing at Arafat from noon to dusk on 9 Dhul-hijjah.
- ‘Stoning the devil’ and making an animal sacrifice at Mina on 10 Dhul-hijjah.
- Cutting or shaving the hair.
- Making the tawaf (circling the Kaa’ba) in Makkah.
- Further stoning of the devil at Mina on 11/12/13 Dhul-hijjah.

Significance:

- Ihram means ‘consecration’ and Muslims have entered a state of holiness.
- Pilgrims beg forgiveness for their sins at Arafat.
- Throwing stones at the devil at Mina reminds Muslims of the time when Allah tested the faith of Ibrahim and Ishma’il and they withstood the temptations of the devil.
- Animal sacrifice and giving away a third of the meat to the poor reminds Muslims of the fact that not everyone can afford meat and some are poor.
- Cutting or shaving the hair is a sign that they are coming out of the state of consecration.
- The Tawaf demonstrates the unity of the believers and their worship of the one God.
- Expression of ummah.

If ‘outline’ only maximum Level 4, and this would be for a very full description of the events. The weight of the question is on the significance.

[30 marks]**AO1**

2

0

‘A good Muslim is one who goes on the Hajj.’

Assess this claim.

In support of the statement:-

- Expect evidence of the claims made for correct practice of the Hajj and its effect on the life of a Muslim.
- The Hajj reflects Iman.
- It proves their faith and shows their desire to please God.
- Genuine intention is tested; especially if they are not living close to Makkah.

Other views:-

- Recognition that not all Muslims can go on the Hajj; does this make them bad Muslims? Hajj is not required of all Muslims as it depends on a person’s health and wealth and in practice is perhaps impossible for many.
- Modern life may interfere with observance of the Hajj but this does not detract from following the other pillars.
- Employers may not wish employees to have time for Hajj.
- Modern emphasis on secularism may detract from religious belief / practice.
- Greater Jihad (striving) might be seen as more important than going on the Hajj to be a good Muslim.

[15 marks]

AO2

Question 11 The doctrine of God

2

1

Outline the concept of tawhid, and explain the implications of tawhid for living a Muslim life.

Students may include some of the following or other relevant material:

Outline:

- Oneness of God.
- Unity of Allah.
- God alone is the creator of all things.
- He is not created.
- He is eternal.
- He is all powerful.
- In control of the universe.
- The Almighty
- The omnipotent.

Implications of tawhid

- No idolatry allowed.
- Tawhid means that Muslims do not commit shirk.
- Oneness of Allah unites Muslims in the ummah
- A sense of oneness with all creation.
- God is totally in control of all Muslims and their destiny.
- Tawhid suggests one religion.
- Muslims live their life for Allah alone.
- Belief in qadar or predestination.

Maximum level 4 if outline only.

Maximum Level 5 if no explanation of the implications of the concept of tawhid.

[30 marks]**AO1**

2

2

'Muslims should love God more than they fear him.'**Assess this claim.****In support of the claim:-**

- Allah knows what is in people's hearts and ensures his subjects know him not fear him.
- Allah is the one true God; Allah is the cause of things but he is not beyond human comprehension so there is no need to fear him.
- Allah is invoked as the merciful; the compassionate.

Other views:-

- The Qur'an repeatedly commands Muslims to fear God.
- People are unable to understand difficult concepts about God so naturally fear him.
- People need discipline to prevent them from straying.
- Fear of punishment keeps people on the right path.
- Temptation is strong but fear is stronger.

[15 marks]**AO2**

Question 12 Key beliefs

2	3
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Examine the role and authority of prophets in Islam.

Students may include some of the following or other relevant material:

Role

- Muhammad is the final messenger of God.
- God's messengers are a means of communication.
- All are regarded as intermediaries of God and revealed his will to the world.
- Students could give some examples of different prophets and their roles such as Adam and Noah (Nuh) as faithful, Abraham (Ibrahim) as the 'friend of God' or Moses (Musa) who has mystical experiences of God and uses this in his role.
- Jesus (Isa) and his role in guiding the people to God.
- To bring the Holy Books to the populace.

Authority

- God has always revealed himself to those who had the necessary spirituality to understand messages so they carry great authority.
- God picked those who live virtuous and honourable lives which gives them, in turn, authority.
- Students could make reference to the five major Prophets above and of Muhammad of course in his example and teachings and the authority he carried.
- The significance of the Hadiths for authority in Islam.

N.B Maximum L5 awarded if only one area covered.

Max L4 awarded if students only cover Muhammad and no other prophets.

[30 marks]**AO1**

2

4

'Muhammad is the 'seal of the prophets'; therefore no other prophet has authority for Muslims.'

Assess this view.

In support of the statement:-

- 'Seal of the prophets' means final authority of God
- Muhammad was the 'seal of the prophets' and this being the last prophet and is so important whereas the others are not.
- Revelation of Qur'an given by God through Muhammad makes him the ultimate authority.
- Islam distinguishes between a direct messenger of God and a prophet anyway.
- Each prophet brought the same basic ideas of Islam, so it is not necessary to focus on any prophet other than Muhammad.

Other views:-

- Other prophets have authority for certain parts of the Qur'an but Muhammad is the ultimate authority
- Each prophet directed a message to a different group and each prophet taught minor variations in Shari'ah so there is a message for 21st century Muslims.
- Each prophet had a different target audience.
- The prophets vary in their applications of Islam so some are vital for today's Muslims.
- Islamic tradition holds that God sent messengers to every nation. Muslims believe that God sent only Muhammad to convey the divine message to the whole world, whereas he sent other messengers (*rasuls*) to convey their messages to a specific group of people or to an individual nation.
- One of the Hadiths mentions God sending over 124,000 prophets for different times., for example, Ahmadiyya Muslims regard Mirza Ghulam Ahmad as a Prophet for the latter days.
- Message of all prophets recorded in Qur'an so must be important.
- They are non - divine humans so have little real authority today. This would apply to Muhammad as well.

[15 marks]

AO2