



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2014**

Religious Studies

Assessment Unit AS 8

assessing

An Introduction to the Study of Islam

[AR181]

MONDAY 23 JUNE, AFTERNOON

**MARK
SCHEME**

Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

AVAILABLE
MARKS

Answer **one** question from Section A.

1 (a) An explanation could include, e.g.

- The causes of the spread, Allah's blessing, military tactics and well motivated soldiers, war weariness, lower taxes, Muslim control was preferable to that of others
- The role and significance of Muhammad, in and beyond his lifetime
- The role of the first four caliphs, consolidating and expanding the Empire
- The extent of the spread geographically, as far west as Spain and as far east as China
- The remarkable rapidness of the spread of the faith [35]

(b) An exploration of the view could include, e.g.

- Consideration of how suitable Muhammad was to bring transformation to Arabia
- Muhammad was familiar with Arabia as it was his homeland
- He had a clear vision of the changes which were needed, e.g. monotheism, sharing of wealth, sense of community loyalty in a broad sense, morality and consequences in the afterlife
- He felt Allah had called him and equipped him to bring change, the Qur'an gave him a basis
- He was a successful leader and peacemaker even before his call
- He was able to persuade members of the community in Medina to accept him as a prophet and leader
- He was able to lead battles in a strategic way and was successful
- He was not put off by challenges and persevered
- He was not very successful in Mecca in the early years, very few converts, fled to Medina
- When the Jewish community in Medina did not accept Islam, he treated them cruelly [15]

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2 (a) An explanation could include, e.g.

- The process of the compilation of the Qur'an, existed in heaven, revealed to Muhammad over twenty-three years, memorised by Muhammad, taught to the remembrancers, recorded on available materials, stored in Hafsa's chest, Muhammad begins to organise into Surahs, but dies before process is completed. (Variations in the exact details of the process will be accepted)
- The process continues under Abu Bakr, Umar and Uthman. The Qur'an is finally finished thirty years after Muhammad's death.
- The Qur'an was revealed in Arabic, the language of heaven, these are the very words of Allah, only authentic Qur'an is in Arabic, worship is in Arabic whether personal or collective, sense of brotherhood
- The Qur'an has 114 Surahs, apart from Surah 1 they are in order of length, from longest to shortest
- Each Surah has a title which is either a word which occurs early in the Surah or a dominant theme
- Each Surah has ayats or verses
- The structure of the Qur'an is difficult because it is not in chronological order, the issue of contradictions, abrogation [35]

(b) Comment on the claim could include, e.g.

- The necessity to have the Qur'an in Arabic, the language in which it was revealed, the language of heaven
- For those who convert to Islam, or do not have Arabic as their first language, this could be difficult
- The meaningfulness of worship could be diminished due to language issues
- The common language of Arabic brings a real sense of identity and community (ummah)
- The challenge of the Arabic language is readily accepted by Muslims [15]

Section A

**AVAILABLE
MARKS**

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Section B

AVAILABLE
MARKS

Answer **one** question from Section B.

3 (a) A description and explanation could include, e.g.

- Sawm is one of the Five Pillars
- Eid ul Fitr is one of the two major festivals
- Sawm is observed once a year by those who are able, fasting during the month of Ramadan, between sunrise and sunset, increased prayer and reading of the Qur'an, 27th of Ramadan remembers the Night of Power and receiving of the Qur'an, celebration meals in the evening
- Understanding of the significance of the pillars: part of ibadah (worship), commanded, the value of the individual, value to the community, greater understanding of the suffering which arises from poverty and hunger, the promise of reward.
- Eid ul Fitr is celebrated at the end of Ramadan and celebrates the breaking of the fast.
- People prepare food, decorate their homes, have gifts and cards
- There are celebration meals that evening and the next day, the mosque is visited, sermons relate to charity, the dead are remembered, a community time.

[35]

(b) An exploration of the view could include, e.g.

- Consideration of other aspects of human experience
- An open-ended response with possible historical and/or contemporary exemplification
- Consideration of the extent to which festivals and/or rituals may help believers to focus their minds and hearts on God, attending special services, increased private reading and prayers, increased time spent with other believers, building of faith
- Consideration of the extent to which festivals and/or rituals may help believers to think of other people, gifts, time spent with people, donations to charity, special community events
- Consideration of how rituals can become empty of meaning if they are repeated too often, how levels of commitment vary
- Consideration of how rituals can become the focus rather than God or others, they can become materialistic, selfish and about personal pleasure

[15]

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4 (a) A description and explanation could include, e.g.

- The importance of Muhammad’s early life, his father’s death, his mother’s death, raised by grandfather, grandfather’s death, raised by uncle, increased social awareness
- The importance of his training in business, working for Khadijah, his marriage to Khadijah, their children, negotiation skills, family support
- Muhammad’s frustrations with Meccan society, his habit of praying in caves outside of Mecca
- The Night of Power, the revelations from Gabriel, the command to recite, the reassurance of Khadijah and Waraqa that he was being called to be a prophet, direction of Muhammad’s life, the Qur’an
- The negative response of the Meccans, persecution, al Miraj, building converts in Medina, the Hijra 622CE [35]

(b) A comment on the claim could include, e.g.

- Consideration of other aspects of human experience
- An open-ended response with possible historical and/or contemporary exemplification
- Consideration of the challenges which religious leaders may have to face: their authority questioned, their integrity questioned, their theology and application of religious principles, power struggles, combining religious and political views
- Consideration of how the authority of religious leaders is not always open to question
- Consideration of the importance of how leaders handle challenges, being peacemakers, able to persuade
- Consideration of whether or not challenges should be ‘expected’, the possibility of being accepted, supported, popular [15]

Section B

Total

**AVAILABLE
MARKS**

50

50

100

