



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2011**

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## **Religious Studies**

**Assessment Unit A2 8**

**Islam: Law, Tradition and Practice**

**[AR281]**

**THURSDAY 26 MAY, MORNING**

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# **MARK SCHEME**

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **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.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

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

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

## A2 BANDS

### AO1 (30 marks)

<b>Band 5</b> <ul style="list-style-type: none"><li>• a full and highly informed response to the task</li><li>• demonstrates comprehensive understanding and accurate knowledge</li><li>• a very high degree of relevant evidence and examples</li><li>• a very sophisticated style of writing set within a clear and coherent structure</li><li>• an extensive range of technical language and terminology</li><li>• an almost totally faultless use of spelling, punctuation and grammar.</li></ul>	<b>25–30</b>
<b>Band 4</b> <ul style="list-style-type: none"><li>• a reasonable and well informed response to the task</li><li>• demonstrates a high degree of understanding and almost totally accurate knowledge</li><li>• a very good range of relevant evidence and examples</li><li>• a mature style of writing set within a mainly clear and coherent structure</li><li>• a wide range of technical language and terminology</li><li>• a mainly accurate use of spelling, punctuation and grammar.</li></ul>	<b>19–24</b>
<b>Band 3</b> <ul style="list-style-type: none"><li>• a good response to the task</li><li>• demonstrates a reasonable degree of understanding and mainly accurate knowledge</li><li>• a good range of relevant evidence and examples</li><li>• a reasonably mature style of writing with some coherent structure evident</li><li>• a good range of technical language and terminology</li><li>• reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>13–18</b>
<b>Band 2</b> <ul style="list-style-type: none"><li>• a limited response to the task</li><li>• demonstrates some knowledge and understanding</li><li>• a basic range of evidence and/or examples</li><li>• style of writing is just appropriate</li><li>• structure is disorganised in places</li><li>• limited range of technical language and terminology</li><li>• limited command of spelling, punctuation and grammar.</li></ul>	<b>7–12</b>
<b>Band 1</b> <ul style="list-style-type: none"><li>• a very basic response to the task</li><li>• demonstrates minimal knowledge and understanding</li><li>• little, if any, use of evidence and/or examples</li><li>• inappropriate style of writing within a poor structure</li><li>• a very basic range of technical language and terminology</li><li>• very poor use of spelling, punctuation and grammar.</li></ul>	<b>0–6</b>

**AO2 (20 marks)**

<b>Band 5</b> <ul style="list-style-type: none"><li>• a comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views</li><li>• very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience</li><li>• an extensive range of technical language and terminology</li><li>• an almost totally faultless use of spelling, punctuation and grammar.</li></ul>	<b>17–20</b>
<b>Band 4</b> <ul style="list-style-type: none"><li>• a very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views</li><li>• good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience</li><li>• a wide range of technical language and terminology</li><li>• a mainly accurate use of spelling, punctuation and grammar.</li></ul>	<b>13–16</b>
<b>Band 3</b> <ul style="list-style-type: none"><li>• a reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars</li><li>• some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience</li><li>• a good range of technical language and terminology</li><li>• reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>9–12</b>
<b>Band 2</b> <ul style="list-style-type: none"><li>• a limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views</li><li>• limited personal insight and independent thought expressed through some argument</li><li>• a good range of technical language and terminology</li><li>• reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>5–8</b>
<b>Band 1</b> <ul style="list-style-type: none"><li>• a very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views</li><li>• poor personal insight and/or independent thought</li><li>• shallow argument</li><li>• limited range of technical language and terminology</li><li>• limited command of spelling, punctuation and grammar.</li></ul>	<b>0–4</b>

## Section A

AVAILABLE  
MARKS

- 1 (a) An outline and examination may include some of the following, e.g.:
- the concept of greater and lesser jihad
  - specific teachings from the Qur'an
  - the conditions which are necessary before declaring a war
  - Allah's attitude to war
  - the rewards of war and spoils
  - those who must fight and those who are excused
  - those who die in battle
  - the use of war within the early years of Islam. [30]
- (b) Candidates may wish to assess some of the following, e.g.:
- consideration of the term jihad – which literally means either personal, social or military “striving”
  - jihad as personal striving is still highly relevant for Muslims who seek to submit to the will of Allah on a daily basis, for less committed Muslims it could be less relevant
  - a consideration of Muslim views of military jihad, those who support the use of violence to expand the faith and respond to oppressors, those who see the Qur'anic teaching as only relevant to the days of Muhammad and are unhappy with violence in the name of Islam, and those who feel it is not possible today because there is no one accepted leader who has the right to declare a jihad
  - the majority of the Muslim community understand Islam as a faith of peace
  - the possible influence of the media
  - the misinterpretation and misunderstanding of the Qur'an by terrorists, the reality of terrorist atrocities
  - the need for international diplomacy rather than violence
  - perceptions of those outside of the faith of Islam. [20]

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## Section A

AVAILABLE  
MARKS

- 2 (a) An explanation may include some of the following, e.g.:
- literal meaning of Shariah – “a straight path”
  - the possible sources of Shariah (Qur’an, Sunnah, Hadith, Custom, Opinion, Consensus, Analogy)
  - difference of opinion over what constitutes Shariah
  - the significance of the Law Schools
  - differences of opinion within the Muslim community (e.g. Sunni, Shia, Sufi, Mutazilites, Wahhabi). [30]
- (b) Candidates may wish to evaluate some of the following, e.g.:
- consideration of the relevance of the term “vital”, vital on a personal level (greater jihad), vital to society, vital to the Islamic faith as a whole
  - other aspects of the Islamic faith which could be considered to be more vital
  - a consideration of the many difficulties associated with Shariah, particularly in relation to this
  - the difficulty of direct application
  - many contemporary subjects not dealt with in early Islamic documents
  - the volume of documents involved, application is demanding, its complexity
  - the limitations of Shariah because of historical or geographical context, tension between Shariah courts and civil courts
  - the impossibility of up-dating Shariah, the closing of the gate
  - the possible confusion of culture and Shariah
  - once Shariah is defined an individual may find it very difficult to meet the requirements of Allah, particularly depending on the geographical context, or due to level of personal commitment
  - possibility of finding relevant principles to apply
  - despite apparent difficulties many Muslims find it possible, beneficial and vital to apply Shariah to their lives. [20]

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## Section A

AVAILABLE  
MARKS

- 3 (a) An outline and explanation may include some of the following, e.g.:
- outline of how the birth rituals are carried out: whispering of the call to prayer, tahnik, aqiqah, sacrifice, naming, khitan
  - rituals are present and relevant throughout a Muslim's life
  - the role and the symbolic significance of the rituals to the individual, their parents, the wider family and community
  - the beliefs expressed in the rituals
  - the sense of identity created through rituals
  - the involvement of the community. [30]
- (b) Candidates may wish to assess some of the following, e.g.:
- evidence drawn from any of the rites of passage
  - as children observe rituals it may well ensure the passing on of the rituals themselves and the Islamic faith
  - rituals have other benefits such as allowing emotion to be expressed, community support is offered, beliefs are affirmed collectively, marking the move from one stage of life to the next
  - varying levels of religious commitment, and therefore significance of passing on the faith
  - influence of geographical context, culture, tradition, family expectations
  - consideration of other more significant ways of passing on the faith, e.g. the home, the mosque, the Qur'an, observance of the pillars. [20]

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## Section A

AVAILABLE  
MARKS

- 4 (a) Candidates may include some of the following, e.g.:
- a distinctive form of mysticism
  - central beliefs of Sufism: denial of self (fana), purification, experience of unity, involvement of emotions
  - practices employed: fasting, silence, celibacy, remembrance, chanting, breathing, dancing, poetry, the role of a shaykh or pir, brotherhoods
  - key figures: Rumi, al-Ghazzali, al Hallaj
  - the origins of Sufism, a reaction to developments within Islam (decadent lifestyles, legalism)
  - controversy within Sufism and within the broader Muslim community.
- [30]
- (b) Candidates may wish to assess some of the following, e.g.:
- consideration of the origins of Sufism, the weaknesses of Islam which Sufism was a reaction to, luxury, ritualistic, legalistic
  - consideration of the ways in which Sufism did bring correction, simple, personal, emotional, stressed devotion and worship, use of the arts, the contribution of Rumi and al-Ghazzali
  - consideration of the division brought by Sufism which needed correction: emphasis on religious experience over ritual, intellectual study and interpretation of the Qur'an, individualistic, excessive, engaged in non-Islamic practices such as dancing, accusations of shirk.
- [20]

**Section A**

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**100**



## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **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. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience.

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

## A2 BANDS

### AO1 (30 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"><li>• a full and comprehensive understanding of the connections between the selected areas of study in relation to the theme</li><li>• well integrated response</li><li>• clear and critical analysis</li><li>• highly accurate use of evidence and examples</li><li>• sophisticated style of writing. Very well structured and coherent throughout.</li></ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"><li>• a high degree of understanding of the connections between the selected areas of study in relation to the theme</li><li>• a well integrated response</li><li>• some very good critical analysis</li><li>• mainly accurate use of evidence and examples</li><li>• mature style of writing</li><li>• well structured and coherent throughout.</li></ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"><li>• a good understanding of the connections between the selected areas of study in relation to the theme</li><li>• for the most part an integrated response</li><li>• reasonable degree of critical analysis</li><li>• a good degree of accurate evidence and examples</li><li>• reasonably mature style of writing</li><li>• some evidence of good structure and coherence.</li></ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"><li>• a limited understanding of the connections between the selected areas of study in relation to the theme</li><li>• mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another</li><li>• a limited attempt at critical analysis</li><li>• insufficient use of accurate evidence and examples</li><li>• immature style of writing</li><li>• lacking in structure and coherence.</li></ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"><li>• a basic understanding of the connections between the selected areas of study in relation to the theme</li><li>• demonstrating only partially accurate knowledge of the different content areas studied</li><li>• little attempt, if any, at critical analysis</li><li>• inappropriate style of writing with a very basic structure.</li></ul>	<b>0–6</b>

## AO2 (20 marks)

<b>Band 5</b> <ul style="list-style-type: none"><li>• a comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• very effective comparison and evaluation of scholarly viewpoints</li><li>• mature personal insight and independent thought</li><li>• a very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.</li></ul>	<b>17–20</b>
<b>Band 4</b> <ul style="list-style-type: none"><li>• a good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• very good comparison and evaluation of scholarly viewpoints</li><li>• good personal insight and independent thought</li><li>• a well sustained and critical argument, expressed accurately, fluently and using a range of terminology.</li></ul>	<b>13–16</b>
<b>Band 3</b> <ul style="list-style-type: none"><li>• a reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• very good comparison and evaluation of scholarly viewpoints</li><li>• some evidence of personal insight and independent thought</li><li>• a line of argument, expressed accurately and using some relevant terminology.</li></ul>	<b>9–12</b>
<b>Band 2</b> <ul style="list-style-type: none"><li>• a limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• some comparison and evaluation of scholarly viewpoints</li><li>• limited personal insight and independent thought</li><li>• little evidence of critical argument</li><li>• inaccuracies evident.</li></ul>	<b>5–8</b>
<b>Band 1</b> <ul style="list-style-type: none"><li>• a basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• little, if any, comparison and evaluation of scholarly viewpoints</li><li>• minimal personal insight and independent thought</li><li>• a basic attempt to follow a line of argument</li><li>• imprecisely expressed.</li></ul>	<b>0–4</b>

## Section B

AVAILABLE  
MARKS

- 5 (a)** In outlining and examining key ideas in relation to orthodoxy candidates should refer to at least **two** different areas of study and could consider the following, e.g.:
- consideration of what is meant by “orthodoxy”
  - consideration of how orthodoxy has been determined, the influence of key individuals in promoting central ideas
  - the ideas and issues which have arisen from such debates
  - consideration of ideas relating to orthodoxy, e.g. orthopraxy and heterodoxy
  - the consequences of such ideas
  - the long-term legacy of these ideas. [30]
- (b)** In critically assessing the view, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- the role of religion, difficulties in determining this
  - a consideration of how vital religion is in maintaining orthodoxy and challenging heresy
  - consideration of why orthodoxy is a constant struggle, defining orthodoxy, challenges to orthodoxy from within and without religious communities
  - consideration of the role of religions which have promoted contrasting or divisive teachings
  - consideration of whether religion has a more vital role to play in other areas: issues of authority, orthopraxy, assimilation, tolerance, secularism
  - consideration of historical and/or contemporary examples. [20]

**Section B**

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**50**

**Total**

**150**