



Pearson
Edexcel

Mark Scheme (Results)

October 2020

Pearson Edexcel GCE A Level
In Religious Studies (9RS0)
Paper 4: Study of Religion
Option 4D: Islam

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 4: Study of Religion, Option 4D: Islam – Mark Scheme - 2020

Question number	Indicative content
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>If only one of the Six Beliefs is given, candidates may not proceed beyond Level Two. If candidates explore more than two Beliefs read all the answer and credit the best two.</p> <p>For the purpose of this Mark Scheme there is a range of material relating to the Six Beliefs but candidates must select material from only TWO.</p> <p>Candidates may refer to the following:</p> <ul style="list-style-type: none">• The Six Beliefs must be accepted to become a Muslim.• The belief in tawhid (the Unity of Allah) forms the basis of Muslim faith and is therefore accepted by all Muslims though religious practices may vary.• Angels are appointed by Allah to fulfil the divine purpose of communicating with humanity and must obey him.• Muslims believe that Allah sent his special messengers, the Prophets, with the original message of Islam but this was distorted.• Muhammad was chosen as the Seal of the Prophets to bring Allah’s final undistorted, unchanging message.• The emphasis upon judgement and the afterlife is reflected in both Sunni and Shi’a traditions and this influences how Muslims lead their lives.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3-5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6-8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
2	<p>4 marks AO1, 8 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1:</p> <ul style="list-style-type: none"> • The Night of Power confirmed Muhammad’s status as the Seal of the Prophets. • This experience was personal and initially overwhelming for Muhammad; occurring when he had gone alone to pray in a mountain cave. • Allah revealed his message to Muhammad through the angel Jibril. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2:</p> <ul style="list-style-type: none"> • Muhammad showed himself to be specially chosen by Allah because though he was not able to read, he responded to the Angel’s command and recited Allah’s words. • The Night of Power changed Muhammad’s life because being possessed by Allah’s spirit and convinced of his prophethood, he brought Allah’s message of ‘uncompromising monotheism’. • The Night of Power led to Muhammad and his followers being persecuted and forced to leave Makkah because they criticised immoral and unethical practices and leaders in Makkah considered his teaching about judgement an insult to their forefathers. • The Night of Power was important for Muhammad because in being chosen to be the Seal of the Prophets and receiving the Qur’an from that time, he was able to encourage humans to return to the close relationship with Allah that had been lost. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	5-8	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	9-12	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3(a)	<p data-bbox="319 322 507 353">10 marks AO1</p> <p data-bbox="319 398 1439 510">AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question.</p> <p data-bbox="319 560 880 591">Candidates may refer to the following:</p> <ul data-bbox="319 600 1439 1191" style="list-style-type: none"><li data-bbox="319 600 1401 676">• In the last century, changes relating to civil and political rights have affected both men and women in many Arab countries.<li data-bbox="319 685 1407 797">• In many of these countries women now have virtually the same access to education as men and so may be educated to the same standard, which has implications for the status of women.<li data-bbox="319 806 1417 918">• In some parts of the world the status of Arabic and non-Arabic women is low given a lack of education resulting from cultural prejudices or inadequate resources.<li data-bbox="319 927 1439 1016">• Though developments vary in different Middle Eastern countries, most human and political rights are given to both men and women.<li data-bbox="319 1025 1430 1102">• Women have gained access to virtually all professions from teaching, nursing, medicine, law and engineering.<li data-bbox="319 1111 1394 1191">• Most Middle Eastern countries have adopted human and political rights for both men and women advocated by the West, but there are exceptions.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding of key religious ideas and beliefs is superficial (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).
Level 2	4-6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).
Level 3	7-10	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).

Question number	Indicative content
3(b)	<p>5 marks AO1, 15 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below. Some candidates may focus on various controversies raised within Ahmed's source. The following mark scheme draws on a wide range of relevant issues.</p> <p>Candidates may refer to the following in relation to AO1:</p> <ul style="list-style-type: none"> • One challenge facing Islam in the modern world is how the ummah can remain strong and peaceful whilst containing different Muslim groups who strongly believe their own views are correct whilst others are wrong. • Extremist groups provide a challenge in the modern world both in relation to their disruption and violence and through tarnishing Islam's reputation as a religion. • A further challenge is migration where individual families move to different Muslim or non-Muslim countries due to war or hardship and need to adjust to different views and customs and sometimes, prejudice. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2:</p> <ul style="list-style-type: none"> • The Sunni/Shi'a split is a challenge because their divergent views and attitudes have led to aggression and war between various parts of the Muslim community. • How to live in a non-Muslim country is a challenge to devout Muslims because Islam teaches that they must respect and obey the Law of the country in which they are living. • Individuals may find that customs and practices in the West are a challenge to Islam because modesty and acceptable entertainment is seen to be different and rules regarding Muslim behaviour and dress are strict even among those intending to marry. • Working hours in non-Muslim countries provide a real challenge and dilemma because they do not allow for the regular practice of Salah or Ramadan and Muslims need to earn a regular wage but have religious obligations too. • There is tension between civil and religious practices relating to marriage that challenges Muslims living in some Western countries because whilst

religious marriages are meaningful to individuals, without a civil ceremony the religious ceremony is not legal.

- The global influence of the internet is a challenge to Islam because Western ideas and practices may easily be seen and many of these are not accepted by Islam; ranging from ethical, social, political and religious views, to music and entertainment.

Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are selected (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2).
Level 2	5–8	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).
Level 3	9–12	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).
Level 4	13–16	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of the elements in the question, which are supported by the appraisal of some evidence (AO2).
Level 5	17–20	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Question number	Indicative content
4	<p>5 marks AO1, 25 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1:</p> <ul style="list-style-type: none"> • Sufi traditions have existed for fourteen centuries and provided a varied collection of Sufi literature. • Muhammad was involved in Sufi practices by shunning materialism and emphasising spirituality. • Some Sufis believe that the principles and practices of Islam must be respected whereas other Sufis may not accept this view. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2:</p> <ul style="list-style-type: none"> • Sufism is important because it is regarded as less of a doctrine and belief system than as an experience and way of life; though important for most Muslims, dhikr is especially significant. • Sufis believe music, whirling and other traditional practices are vital because these enable them eventually to reach a stage of fana but this view is not accepted by some other Muslims. • Sufis believe it is important to become close to Allah because only this allows them to personally experience his divine love and knowledge, whereas Sunni Muslims believe that pleasing Allah must be related to following the Five Pillars faithfully. • Many Muslim groups have suggested that Sufis are not really Muslims because some fail to carry out traditional practices relating to the Five Pillars and some of their practices are forbidden within Sunni and Shi'a Islam. • Some Muslim groups believe Sufis are committing shirk because of their aim to be united with Allah and their belief that humans are not separate from the Divine, for this contradicts the belief that Allah has no equals. • In emphasising the importance of personal experience and knowledge of Allah, Sufism links with the study of religious experience within Philosophy of Religion. • Sufis regard the moral teaching of Islam as vitally important and this links with the study of the relationship between religion and morality in the Study of Religion and Ethics.

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| | <ul style="list-style-type: none">• In emphasising the importance of relationship with Allah, Sufism demonstrates links with the New Testament because of the importance of a relationship with God. |
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Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.

Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2). • Judgements made with no attempt to appraise evidence (AO2). • Conclusions are provided but are simplistic and/or generic (AO2).
Level 2	7–12	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made (AO2). • Judgements made with little or no attempt to appraise evidence (AO2). • Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).
Level 3	13–18	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of some of the elements in the question are made (AO2). • Judgements are supported by an attempt to appraise evidence (AO2). • Conclusions are provided, which logically draw together ideas and are partially justified (AO2).
Level 4	19–24	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2). • Reasoned judgements are supported by the appraisal of some evidence (AO2). • Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).

Level 5	25–30	<ul style="list-style-type: none">• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).• Makes connections between the full range of elements in the question (AO2).• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).• Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).
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