

Version 1.0



**General Certificate of Secondary Education  
June 2010**

**Religious Studies**

**405008**

**Specification A**

**Unit 8 Islam**

***Mark Scheme***

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

## Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

Candidates will be given credit for reference to diversity in belief and practice within Islam.

**Part A**

**A1 The Mosque**

- (a) Name each feature and explain its purpose.

**Target: Knowledge and understanding of features of a mosque**

- (i) One mark for mihrab.  
One mark for idea of indication of direction of Makkah.
- (ii) One mark for minbar.  
One mark for pulpit idea or from where Imam gives sermon.

**(4 marks) AO1**

- (b) Explain the role of the Madrassah.

**Target: Knowledge and understanding of the role of the Madrassah**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

Madrassah as a mosque school / learning the general principles of Islam / learning the practices of Islam / learning Arabic / learning to recite the Qur'an.

**(3 marks) AO1**

- (c) 'The main purpose of the mosque is to educate.'

**What do you think? Explain your opinion.**

**Target: Evaluation of the purposes of the mosque**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Importance of education in Islam / Madrassah / role of Imam / Friday sermon / Qur'anic study / legal matters, etc. Mosque as a place of worship / community centre / festivals / rites of passage / Ummah, etc.

**(3 marks) AO2**

**A2 Sources of Authority**

**(a)(i) In what language is the Qur'an written?**

**Target: Knowledge of the Qur'an**

One mark for Arabic.

**(1 marks) AO1**

**(a)(ii) Explain briefly why Muslims believe that it was necessary for Allah to give the Qur'an.**

**Target: Knowledge and understanding of importance of the Qur'an**

One mark for a superficial comment or a single point.

Two marks for a developed answer or more than one point.

**Candidates may include some of the following points:**

To correct all previous errors / to be a final and complete guide for mankind / the exact message of Allah.

**(2 marks) AO1**

**(b) 'For Muslims today, the words and actions of Muhammad are more useful than Shari'ah law.'**

**What do you think? Explain your opinion.**

**Target: Evaluation of the importance of the sunnah and hadith**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Muhammad as a role model / actions to be copied / words to be memorised / Allah's messenger / human with human emotions, etc. Shari'ah as clear straight path / way in which Allah wants Muslims to walk / rules about how to live / right v wrong / rewards for living good life / legal v religious / Muhammad's words outdated - Shari'ah can be more up to date.

**(3 marks) AO2**

(c) ‘The writings of the Qur’an are too old to have any meaning in the 21<sup>st</sup> Century.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the relevance of the Qur’an for the 21<sup>st</sup> Century

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

**Agree**

Present time more important than the past / words written for a specific age / specific culture and people / modern issues / age of science and technology, etc.

**Other views**

Writings as guidelines for mankind / irrelevance of time or age / irrelevance of place / importance of tradition / Qur’an has stood the test of time / human emotions and actions are unchanging, etc. / Qur’an is the word of Allah – so always relevant.

**(6 marks) AO2**

**A3 The Hajj**

**(a) Explain the importance of Makkah for Muslims.**

**Target: Knowledge and understanding of the importance of Makkah for Muslims**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Birth place of Muhammad / starting point of hajj / central in the life of Muhammad / mention of events that occurred at Makkah, e.g. destruction of idols.

**(4 marks) AO1**

**(b) Describe what pilgrims do at Arafat and Mina.**

**Target: Knowledge of customs carried out on pilgrimage**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

- (i) Pray for mercy / prayer during the Night of Standing / erection of tents, meditation – concentrating on Allah / listen to sermon, etc.
- (ii) Throwing stones at three pillars / rejection of evil / rededication to Allah, etc.

Maximum Level 3 if only one site answered.

**(4 marks) AO1**



(c) ‘Hajj is the most important event in a Muslim’s life.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the importance of Hajj to Muslims

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

**Agree**

One of the pillars / once in a life time experience / effort and cost involved / tremendous experience of Ummah / uniqueness of the event and customs observed / the ultimate in submission, etc.

**Other views**

Importance of other pillars / importance of festivals / importance of rites of passage rituals, etc.

**(6 marks) AO2**

## A4 Personal Lifestyle

### (a) Explain Muslim teaching about modesty.

**Target: Knowledge and understanding of Muslim teaching on modesty**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

Wearing of loose fitting clothes so they don't arouse desire / purdah / women should wear hijab outside the home / nothing visible except face, hands, feet / men should not wear flashy clothing / no silk or gold jewellery / silver wedding ring / covering from navel to knee at prayer time / Surah 24 v 30–31, etc.

**(3 marks) AO1**

### (b) Explain the Muslim concept of ummah.

**Target: Knowledge and understanding of the ummah**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

Islamic community / brotherhood / respect / religious duties / good actions / support for all Muslims / aspects of ummah, e.g. zakah, sawm, etc.

**(3 marks) AO1**

(c) ‘Food and clothing have nothing to do with religion.’

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Islam in your answer.**

**Target: Evaluation of importance of food and clothing in Islam**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Cultural rather than religious / reasons for food laws / people should not be judged on looks / social aspects / in Islam all are equal / Ummah idea / eat to live / Allah knows all people, etc.

**Other views**

Practices show religion in action / modesty as part of Islam / use of food and clothing as an example to others / religious clothing, e.g. Ihram on hajj / food and clothing at festivals, etc.

Candidates must refer to Islam to achieve Level 4 or above.

**(6 marks) AO2**

**Part B**

**B5 Family Life**

**(a)(i) Describe a Muslim wedding.**

**Target: Knowledge of events that take place at a Muslim wedding**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Reference to marriage being arranged / simple ceremony / bride need not be present / Qur'an readings / prayers / contract to sign / vows / dowry / walimah party, etc.

**(4 marks) AO1**

(a)(ii) ‘A marriage ceremony is not an important religious event for Muslims.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of Muslim marriage ceremony

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

**Agree**

Marriage is a social contract / joining of families / idea of arranging / not in mosque / no Imam present / cultural rather than religious, etc.

**Other views**

Imam can be present / readings from Qur’an / prayers could be in mosque / religious blessing, etc.

**(6 marks) AO2**

**(b) Explain Muslim attitudes to divorce.**

**Target: Knowledge and understanding of Muslim attitudes to divorce**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Most detestable act allowed by Allah / last resort / to be avoided if possible / important role of family / women and children to be provided for, etc.

**(4 marks) AO1**

**(c) Describe how Muslims might worship at home.**

**Target: Knowledge of worship at home**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Reading of Qur'an / Ibadah service of Allah / conscious awareness of Allah at all times / to do one's best in every aspect of daily life / practice of the five pillars / role of parents / the home during festivals / the home during rites of passage, etc.

**(4 marks) AO1**

(d) ‘The family more than anything else gives Islam its strength.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the importance of the family in Islam

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

**Agree**

Family as basis of society / base for physical and emotional stability / place for love, peace, security / bonding of individuals through shared home life and beliefs / strength of blood ties / extended family / an institution founded by Allah, etc.

**Other views**

Family units can break / pressure from secular life / strength from religious leaders / strength of beliefs and the Ummah / role of the mosque / role of the media / impact of jihad, etc.

**(6 marks) AO2**

**B6 Justice and Equality**

**(a) Explain how zakah helps Muslims to be equal.**

**Target: Knowledge and understanding of zakah as a means of establishing equality in Islam**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Zakah as a pillar of Islam / good deeds for the sake of Allah / money is for the sake of humanity / to promote good, equality and justice / basic principle of Muslim economy / social welfare / fair distribution of wealth / concern for others, etc.

**(4 marks) AO1**

**(b) Explain Muslim teaching about prejudice.**

**Target: Knowledge and understanding of Muslim teaching about prejudice**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

All people created from a single soul / no superiority of any race / all are equal – no one should pre judge another / all Muslims accountable for actions / Islam talks about people rather than colour or nationality and encourages tolerance.

All Muslims believe human judgements can be wrong / Allah knows everything / each person will receive justice according to the deeds they have done / man will bear the consequences of unkind deeds / examples from the life of Muhammed.

**(4 marks) AO1**



(c) **‘Religious beliefs are the main cause of discrimination.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Islam in your answer.**

**Target: Evaluation of religious beliefs as a cause of discrimination**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Religious beliefs as a cause of unrest throughout history / Crusades / Ireland / Middle East / Catholic v Protestant / Christian v Muslim / Jewish Holocaust, etc. / religions claiming to have the true God.

**Other views**

All religions promote love to all mankind / fanatics distort true religious teaching / race, colour rather than religious beliefs / use of religion to promote violence / use of religion to promote political tension / misrepresentation of religious teaching, etc. / religion teaches equality and tolerance.

Candidates must refer to Islam to achieve Level 4 or above.

**(6 marks) AO2**

**(d)(i) Explain the role of women in Islam.**

**Target: Knowledge and understanding of the role of women in Islam**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Woman as a wife / woman as a mother / managing the household / raising children – supervising their religious and moral upbringing / right to protected status / expectations to be treated with respect / teaching from Qur'an, hadith, etc.

**(4 marks) AO1**

**(d)(ii) ‘Men are more important than women in Islam.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.**

**Target: Evaluation of the roles of men and women in Islam**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Man as the head of the family / man as the provider / rights of man appear to be greater than those of women / divorce easier for men / polygamy allowed / greater opportunities for men in society / Western view of Muslim women / cultural practice.

**Other views**

Islam teaches that women are not inferior and have equal rights and responsibilities / women allowed to work / right to protection and privacy – hijab / important role as a mother and wife / important role as the manager of the household, etc. / women in professional positions.

**(6 marks) AO2**