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**General Certificate of Secondary Education
June 2010**

Religious Studies

405009

Specification A

Unit 9 *Islam: Ethics*

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

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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 Conflict and Suffering

(a)(i) Explain briefly what is meant by the greater jihad.

Target: Understanding of greater jihad

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

Candidates may include some of the following points:

Jihad means striving / spiritual battle against sin / struggle to follow Allah's way / personal struggle against evil / self-sacrifice.

(2 marks) AO1

(a)(ii) Explain briefly what is meant by the lesser jihad.

Target: Understanding of lesser jihad

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

Candidates may include some of the following points:

Fighting a war for the sake of Allah / military struggle to defend the faith / war to restore peace and freedom / war against evil oppressor.

(2 marks) AO1

(b) Explain why Muslims believe terrorism is evil.

Target: Knowledge and understanding of Muslim attitudes to terrorism

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:

Islam is a religion of peace / scriptures are against acts of wanton violence / innocent and vulnerable people are hurt by terrorism / cowardly action that is not condoned in Islam / concept of holy war (Harb al-Muqadis) does not permit Muslims to start a conflict.

(3 marks) AO1

(c) 'It is good to be a pacifist.'

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 Muslim attitudes to pacifism

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Islam is a religion of peace / wars rarely achieve any lasting peace / wars lead to destruction of life, property and land / non-violence can achieve more than war / it takes great courage to be a pacifist / Islam is against acts of violence / Muslims believe war should only be a last resort.

Other views

Muslims do not believe in peace at all costs / Muslims believe sometimes it is wrong not to fight, e.g. necessary for self-defence, to defend family member or vulnerable person / may be necessary to fight to establish a just peace / lesser jihad requires military solution / war may be necessary to bring about justice / cowardly not to fight.

(6 marks) AO2

A2 The Environment

(a) What is meant by conservation?

Target: Understanding of concept of conservation

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

Candidates may include some of the following points:

To look after the planet / to lead a sustainable lifestyle / examples may be given / avoid damaging the environment / making sure plants and animals do not become extinct.

(2 marks) AO1

(b) Explain why Muslims should care for the created world.

Target: Understanding of Muslim attitudes to the created world

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

World was created by Allah / teachings of Khalifah / Allah made humans responsible for the world / destroying the world destroys humanity / Qur'an and teachings of Muhammad require it.

(4 marks) AO1

- (c) **‘Caring for the poor is more important for Muslims than caring for the environment.’**

What do you think? Explain your opinion.

Target: Evaluation of attitudes towards the environment and poverty

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:

People matter more than the environment / zakah is a pillar of Islam / teachings of Muhammad and Qur’an direct Muslims to care for each other / once the poor are fed they can care for the environment / teachings of Khalifah / if people don’t care for the environment natural resources would run out and there would be greater poverty.

(3 marks) AO2

- (d) **‘Muslims always treat animals with respect.’**

What do you think? Explain your opinion.

Target: Evaluation of Muslim attitude towards animals

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:

Muhammad taught the importance of respecting animals and Muslims follow his teachings / Halal method of slaughter shows respect for animal / animals are treated as part of Allah’s creation and deserve respect / killing animals for sport is forbidden / an animal must not be slaughtered in front of another / the person who bred the animal must not slaughter it / animal experiments must limit suffering and not be undertaken for cosmetic purposes / animals are killed for food without stunning / animal sacrifice is practised at many religious events, e.g. Hajj, birth, Eid ul Adha, etc.

(3 marks) AO2

A3 Life and Death

(a) Explain Muslim attitudes to in vitro fertilisation (IVF).

Target: Understanding of Muslim attitudes to IVF

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Some Muslims would not agree with IVF because children are a gift from Allah and Allah has a plan for everyone / Allah may have his reasons why a couple do not have children.

Other Muslims would accept IVF treatment for a married couple provided that the egg and sperm have come from that couple and both are alive and married to each other / any form of fertility treatment that uses egg or sperm from anyone outside of the marriage is forbidden because that would constitute adultery.

(4 marks) AO1

(b) ‘There is nothing wrong with parents choosing the sort of baby they want.’

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 the Islamic attitude to designer babies

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

A child that fulfils the family’s wishes will make for a happier family / the technology exists to eliminate unwanted embryos so it should be used / there might be a medical or social reason why one sort of baby is required.

Other views

An embryo is a person and should not be destroyed / Allah has a purpose for every life / Islam is against the destruction of life for this sort of reason / a baby is Allah’s gift to a couple / humans have no right to interfere in the gift of a child / sanctity of life / no life should be destroyed on a whim / a baby is a person not a fashion item.

(6 marks) AO2

A4 Relationships and Lifestyle

(a) Explain Muslim attitudes to usury.

Target: Understanding of Muslim attitudes to usury

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:

The scriptures teach it is wrong to make money out of the poor / charging interest on loans is unjust / Muslims are encouraged to loan money responsibly to help the poor / charging interest on money is wrong because it makes the rich richer and the poor poorer / money should not be used to make money.

(3 marks) AO1

(b) Explain Muslim attitudes to alcohol.

Target: Understanding of the Muslim attitude towards alcohol

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Muhammad said no Muslim was to drink alcohol / drinking alcohol opens the door to the devil / alcohol destroys people, families and society / the Qur'an regards drinking alcohol as one of the seven more serious crimes (Hadud) with a fixed punishment / a Muslim needs to have a clear head for prayer five times a day.

(4 marks) AO1

(c) 'Gambling is harmless fun.'

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 Muslim attitudes towards gambling

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Plenty of people spend a small amount of the lottery and it does them no harm / people should be free to spend their money as they want / gambling is a form of entertainment for some / small amounts spent on gambling don't necessarily lead to serious gambling / money raised by the lottery funds good causes which help people.

Other views

Muhammad told people not to gamble as it opens the door to the devil / there are many teachings in the Qur'an forbidding gambling / money should be earned honestly / Muslims do not believe gambling is harmless fun / gambling can become addictive / gambling can destroy families / gambling can lead people away from Allah.

(6 marks) AO2

Part B

B5 Crime and Punishment

(a)(i) Explain why some people commit crime.

Target: Understanding of causes of crime

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Some people are forced into crime through poverty / evil causes people to commit crime / racism may be a cause / jealousy / some criminals are mentally unstable / sexual passion can lead people to behave in a criminal way / Muslims believe lack of belief in Allah can lead to crime / crime is caused by a lack of morality.

(4 marks) AO1

(a)(ii) Explain Muslim teachings about justice.

Target: Understanding of Islamic concept of justice

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Justice is an important public duty for every Muslim / treating everyone equally or giving to charity is simple justice / Allah knows what a person has done and will judge them in the afterlife / on earth Muslims have a duty to carry out justice according to principles of honour / wrongs must be put right / it is wrong to ignore an injustice / justice must be publicly done to prevent corruption or brutality / mercy can be shown towards a person who asks forgiveness / a wronged person can ask for compensation or insist on punishment for the wrongdoer / punishments are set out in Shariah law.

(4 marks) AO1

(b) ‘Putting criminals in prison doesn’t solve anything.’

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 the Muslim attitude towards prison as a punishment

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

People may come out of prison and do the same crime again / they may learn to do worse things in prison / it doesn't help the victim / it doesn't reform the criminal / the Qur'an offers other punishments for some offences / imprisonment is not a sufficient punishment for taking a life / life in prison is too soft.

Other views

Prison keeps society safe from the offender / it makes the offenders pay for their crime by losing their liberty / it is a good deterrent / people can be let out if there is a miscarriage of justice / Muslims accept that imprisonment may be the correct punishment if a person has been given a fair trial in a court of law.

(6 marks) AO2

(c) Explain Muslim teachings about the final judgment.

Target: Understanding of Muslim teachings about the final judgment

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

On the Last Day, after resurrection body and soul will be united to go before Allah for the final judgment / Allah will judge a person on how they led their life according to Allah's rules / the good will go to paradise / those who have been evil and shown no remorse will go to hell / description of paradise and of hell / Allah is merciful and will forgive those who repent / Allah will ask four questions about a person's body, their life, their wealth and the use they put their knowledge to.

(4 marks) AO1

(d) ‘The death penalty (capital punishment) is the best deterrent against crime.’

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 the Muslim attitude towards capital punishment

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Islam accepts the death penalty is right for some crimes like murder / protects society from violent offenders / better than a lifetime in prison for the offender and for society / it is the only punishment some criminals are frightened of / life sentences can mean criminals are out in society in the future to re-offend.

Other views

Wrong to take a life, it solves nothing / miscarriages of justice cannot be rectified / mental illness or provocation will not be deterred by capital punishment / some crimes are committed on the spur of the moment and will not be deterred / barbaric punishment for a civilised society / can create 'martyrs' which is not the intention.

(6 marks) AO2

B6 Wealth and Poverty

(a)(i) Explain the causes of poverty in Less Economically Developed Countries (LEDCs).

Target: Understanding of the causes of poverty in LEDCs

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Wars destroy countries and leave inhabitants in poverty / natural disasters can devastate countries and cause poverty / debt with unfair interest rates plunge LEDCs into poverty from which they cannot escape / unfair trading terms with rich countries / lack of education / poor nutrition and health care cause poverty.

(4 marks) AO1

(a)(ii) Explain how Muslim organisations support world development.

Target: Understanding of the way Muslim organisations support world development

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Organisations like Muslim Aid and Islamic Relief distribute aid to LEDCs / campaign for fairer treatment for the poor including debt relief / work with other aid agencies to help in disaster zones / supply long-term aid (examples may be given) / work towards the UN Millennium Development Goals.

(4 marks) AO1

(b) ‘Muslims should not be rich.’

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

Target: Evaluation of attitudes towards wealth including those of 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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

All Muslims should care for those who have less than they do / lots of scripture teachings, and the practice of Muhammad, teach Muslims to be generous to poor / Muslims will have to answer to Allah on Day of Judgment for the way they have used their money / equality is an important teaching of Islam so no Muslim should be richer than their neighbour / charity is a duty / Muslims should work to right the injustice of poverty.

Other views

Wealth is given by Allah so there is nothing wrong with it / provided zakah is paid to purify money Muslims can enjoy their wealth / nothing wrong with money fairly earned / it is what people do with their money not the money itself which matters.

(6 marks) AO2

(c) Describe the way in which Muslim communities in the UK help to relieve poverty.

Target: Understanding of the way some Muslim communities in the UK work to relieve poverty

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Description of the activities of Muslim Aid or Islamic Relief / sponsored events to raise money / recycling things like clothes, paper, glass, etc. in a Muslim charity's recycle bank to raise money / travelling to a developing country to assist in work there / helping the needy in the UK / giving money or meat to the needy at Ramadan or a special celebration / giving regular sadaqah.

Credit answers which describe ways Muslim charities help to relieve poverty in the UK or abroad as well as ways they raise funds for such work.

(4 marks) AO1

(d) ‘Giving money to the poor only makes them more dependent on others.’

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 the Islamic attitude to giving to charity

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Short term aid is not good / once the money has run out the community is back where it was before / better to make the poor learn to fend for themselves / better to set up projects for the poor than give money / some may squander money / the area may not have suitable things to buy to help them / goods are more use than money / reference to projects by an Islamic charity designed to make people independent.

Other views

If you don't give money immediately lives may be lost / giving money helps restore self esteem / the poor may have better knowledge of what they need to buy than an outsider / giving money can lead people to regain their independence / examples given, e.g. money to buy seeds, etc. / Islam encourages people to give sadaqah and zakah.

(6 marks) AO2