



**General Certificate of Secondary Education
June 2012**

Religious Studies

405008

Specification A

Unit 8 *Islam*

Final

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 students' 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 students' 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 students' 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

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. 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.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the student's work. 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.

If a student 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.

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

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

Assessment of Quality of Written Communication

Where students are required to produce extended written material in English, they will be assessed on the quality of written communication.

Students will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

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

PART A

A1 Beliefs and Sources of Authority

(a) **Explain why the call of Muhammad (the Night of Power) is important to Muslims.**

Target: Knowledge and understanding of the call of Muhammad on the Night of Power

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

Students may include some of the following points:

It was the night Allah (through the Angel) called Muhammad as his Prophet (some description will be relevant here) / the night Allah first spoke to Muhammad / the Qur'an was the actual word of Allah / the night that the message of Islam began to be preached / the night the first recitations of the Qur'an were given.

(3 marks) AO1

(b) **Describe the events of the Hijrah.**

Target: Knowledge and understanding of the Hijrah

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

Students may include some of the following points:

The journey from Makkah to Madinah / Muhammad and his followers had to escape as there was a plot to kill him / many did not agree with his message and wanted rid of him / left Makkah during the night to escape over the mountains / chased after by his enemies / reference to cave incident with spider's web and bird's nest to protect him / escaped his enemies and was then welcomed into Madinah.

(3 marks) AO1

(c) **‘Holy books are more important than prophets.’**

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

Target: Evaluation of the importance of holy books in comparison to prophets

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Holy books are seen as the word of Allah (God) so what could be more important / the history of the religion is found in it / without it now believers would have no evidence of past events / teachings / ultimate books of guidance / provide the same universal answers / teachings / carry a copy with you to refer to.

Other views

Prophets have had divine experiences which others have not / they are directly chosen by Allah (God) / they actually tell us what Allah (God) wants us to do / they deliver teachings in a way believers can understand / holy books are often difficult to translate in terms of meaning / prophets can lead a community.

(6 marks) AO2

A2 Prayer

- (a) Describe briefly how Muslims prepare for prayer.**

Target: Knowledge of the preparation for prayer in Islam

Students may include some of the following points:

Call to prayer (adhan) from the minaret of the mosque / men go to the mosque / women stay at home / wudu (purification of mind and body) / shoes removed / head covering / stand facing Ka'aba (Mihrab in the mosque) / Niyah (intention to pray).

1 mark for superficial comment or single point.

2 marks for a developed comment or more than one point.

(2 marks) AO1

- (b) Explain briefly what is meant by**

- (i) salah prayer**

Target: Knowledge and understanding of salah prayer

Compulsory / public prayer / set pattern of actions and words / usually done in the mosque and requires preparation / five times daily.

Accept significances as part of the answer, e.g. a gift given to Muslims / a pillar of Islam.

1 mark for superficial comment or single point.

2 marks for a developed comment or more than one point.

(2 marks) AO1

(ii) *du'a prayer.*

Target: Knowledge and understanding of d'ua prayer

Voluntary / private prayer / no set words or pattern / can be done after salah or at home / more about personal time with Allah / can involve the use of prayer aids like tasbeeh or reading of the Qur'an.

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

(2 marks) AO1

(c) '*For Muslims the most meaningful prayer takes place in the mosque.*'

What do you think? Explain your opinion.

Target: Evaluation of the meaningfulness of prayer in 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

Students may include some of the following points:

In the mosque people should be able to focus more and not be distracted by anyone / provides the right atmosphere for prayer / more benefits bestowed on Muslims who pray in a mosque / more meaningful because the prayer is done together as a community / the idea that only the men get these benefits.

Raises the issue of the value of prayer for women who are encouraged to pray at home / are prayers less meaningful for women because they are done at home? / if prayer in the mosque is more meaningful then should mixed prayer be the norm? / Muhammad stated that Allah hears prayers wherever they are done providing the place is clean / some communities might not have a mosque / what about the value of prayers for those not able to attend.

(3 marks) AO2

(d) ***‘It is not necessary for Muslims to pray five times a day.’***

What do you think? Explain your opinion.

Target: Evaluation of the necessity for Muslims to pray five times a day

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

Students may include some of the following points:

Allah does not need to hear prayers from an individual so many times / Allah already knows the needs of people / use of prayer time in different ways e.g. helping the poor / things can become too familiar so become meaningless.

Always been done this way / making the effort shows how important Allah is / constant reminder of Allah in their lives / promotes self-discipline / prevents bad actions or thought taking over daily life because the mind has to be purified to pray / follows the example of Muhammad / specified in Five Pillars / in the Shi’a tradition the tendency is for three prayer times.

(3 marks) AO2

A3 Family Life

(a) ***Explain how a marriage may be arranged in Islam.***

Target: Knowledge of how a marriage is arranged in Islam

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

Students may include some of the following points:

Arranged by parents / suitability and compatibility / not based on love but practicalities / meeting between the couple at girl’s home / agreement must be sought / dowry agreed / engagement announced / wedding preparations begin.

(3 marks) AO1

(b) Explain Muslim attitudes to adultery.

Target: Knowledge and understanding of Muslim attitudes to adultery

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

Students may include some of the following points:

Sex should only be within marriage between husband and wife / breaking of marriage contract / adultery carries the death penalty under Shariah Law (or flogging in some cases) which shows how much it is abhorred / adultery splits up families which are the basis of Islamic society / if pregnancy is a result there would be doubts over fatherhood of the child / it is lying and cheating.

(4 marks) AO1

(c) ***‘Homosexuality should be accepted in Islam.’***

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 whether homosexuality should be accepted in Islam

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Allah created us all which would include homosexuals / if it is a loving relationship what harm is it doing / there are homosexual groups in Islam / it should be Allah who judges people / discrimination is wrong.

Other views

It is against natural law / against Shariah Law and punishable by death if they cannot repent / at best an illness, at worst a depraved act / slaves to the desire for sex / sex is only allowed within marriage therefore homosexual sex is wrong / can be seen to erode the family unit which is the basis of Islamic society.

(6 marks) AO2

A4 Personal Lifestyle and Justice and Equality

(a) Explain briefly what is meant by halal.

Target: Knowledge and understanding of the meaning of halal

Students may include some of the following points:

Halal means any allowed practice in Islam / relates to food commonly and what can and cannot be eaten / Muslim food laws / the way food is prepared in the halal way.

Accept description of method of killing.

1 mark for superficial comment or single point.

2 marks for a developed comment or more than one point.

(2 marks) AO1

(b) Explain types of prejudice some Muslims might face in the UK today. You may use examples in your answer.

Target: Knowledge and understanding of the prejudice that Muslims might face in Britain today

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

Students may include some of the following points:

Expect references to racial, religious prejudice, gender prejudice or combination of and examples from everyday life / name calling / violence / reference to woman's dress code (purdah and Hijab) / the effect / issues that terrorist acts have had on ordinary Muslims / food issues / call to prayer issues / school requirements / Ramadan.

Maximum Level 2 if only one type given.

(3 marks) AO1

(c) **'Purdah is the best way to protect the modesty of a woman.'**

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 whether purdah is the best way to protect the modesty of women

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Allows women to carry out their lives without being disturbed / without being flirted with / being the object of unwanted attention / lack of recognition means women can ignore any attention that is not wanted / avoids disgrace of being openly talked to by men / avoids women being sex objects / attention should be for their minds and characters and not their bodies / purdah prevents lust in men which is good for society / if all women wore purdah it would be the norm.

Other views

Many Muslims would say purdah is not Qur’anic but cultural and goes further than is necessary to protect modesty / Purdah is more about social separation than modesty / could create more attention and intrigue especially in non-Muslim countries / wearing purdah defeats the object of not attention seeking / modesty can be protected without this extreme / can lose modesty if they become victims of abuse or harassment / if forced on women by society it is about oppression rather than modesty / women can protect their modesty in better (other) ways.

(6 marks) AO2

PART B

B5 Beliefs and Justice and Equality

(a)(i) Explain the Muslim belief about tawhid.

Target: Knowledge and understanding about the belief in tawhid

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

Students may include some of the following points:

The oneness of Allah / the absolute / Allah is supreme, undivided, no rival, ultimate source of power and love / eternal / unborn / none is born of him / alone as the creator / knows, sees and can do anything / transcendent / outside time / beyond our knowledge and understanding / immanent – closer than our jugular vein / Tawhid can be broken by the sin of Shirk or by thinking Allah can be escaped / results of tawhid are faith, humility etc.

(4 marks) AO1

(a)(ii) ***‘Akhirah (life after death) is the most important belief for a Muslim.’***

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

Target: Evaluation of whether Akhirah is the most important belief for a Muslim

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Akhirah (life after death) is the end goal of a Muslim’s life / this life is only a test for the next / the purpose is that actions in this life will be assessed and judged to determine an afterlife so this governs all actions / belief that Allah watches what is being done affects what is done to ensure an afterlife / without Akhirah there would be no purpose to living this life / a Muslim needs to return to Allah from where he was created.

Other views

Other beliefs are just as important / or one belief is not more important than another / e.g. without Tawhid and Risalah, then Akhirah would not make sense / it is belief in Tawhid and learning through Risalah what Allah wants of us that makes Akhirah important / if Allah was not the ultimate creator then life after death would not be an option.

(6 marks) AO2

(b) Explain why the hadith are important to Muslims.

Target: Knowledge and understanding of the importance of the hadith for Muslims

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

Students may include some of the following points:

Hadith are the recorded words and sayings of Prophet Muhammad / some are important because of the respect placed on Muhammad (prophetic Hadith) / others because it is believed the words can be traced back beyond Muhammad to Allah / but not then included in the Qur’an (Hadith Qudsi) / used by Muslims to help them in their lives because they are easier to understand than the Qur’an and can be applied more easily to problems of today.

(4 marks) AO1

(c) Explain what Islam teaches about the role of women.

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

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

Students may include some of the following points:

Women are equal to men but different / role is as a wife and mother / to care for and look after her husband / as a homemaker / to have children / bring children up in the ways of the religion / she has a right to be respected by her husband in return / paradise lies at the feet of a mother / to be treated fairly / not to disgrace her husband in any way / to welcome visitors into her home / to work if she wants to if it benefits her and the family.

(4 marks) AO1

(d) ‘Believing in equality makes a person a good Muslim.’

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

Target: Evaluation of whether believing in equality makes a person a good Muslim

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

The belief is the basis of all that is good in Islam / if the belief is put into action then it does make a good Muslim / equality is all about living as a community / showing respect to each other / having good actions which benefit the family and the community both in a neighbourhood and worldwide rather than creating divisions / to live in harmony for each other / having the belief then following religious duty follows / equality does not have to mean people are the same / equal but different idea.

Other views

A belief in itself does not make a good Muslim / a person has to live it out in his / her life / other things are necessary as well – belief in Allah – carrying out the five pillars, reading the Qur’an, attending mosque etc. / only works if equal but different does not lead to superior and inferior.

(6 marks) AO2

B6 The Five Pillars and Worship

(a)(i) Explain the purpose of sawm (fasting) for a Muslim.

Target: Knowledge and understanding of the purpose of fasting in Islam

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

Students may include some of the following points:

To experience hunger so as to develop compassion for the poor / appreciate their own lives more / realise there are always people worse off than themselves / to become more spiritual / to realise Allah as the focus of their lives / live a better life which should then carry on for the rest of the year / more purposeful use of time / develops self-control / overcomes selfishness and greed / learn to resist temptation / purification of the mind and body.

(4 marks) AO1

(a)(ii) ***‘Eid ul Fitr is a more important festival than Eid ul Adha 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 the relative importance of Eid ul Fitr and Eid ul Adha

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Eid ul Fitr ends the sacred month of Ramadan which unites all Muslims in fasting so all can celebrate the success the more elaborately celebrated of the two which suggests it's more important / time for families to all come together / all can celebrate it because all have fasted therefore each has some personal achievement / with Eid ul Adha not all Muslims have been on hajj so not that personal connection.

Other views

Eid ul Adha is the more spiritual of the two / direct link back to Ibrahim and his victory over the Devil / it is a far more serious occasion concentrating the mind on self-sacrifice / many reflect on their hajj in past years or the thought they might in the future set their eyes on the Ka'aba / the spiritual part is Ramadan – Eid just ends it.

(6 marks) AO2

(b) Explain two main features of a mosque.

Target: Knowledge and understanding of two key features of a mosque

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

Students may include some of the following points:

- Reference to both outside features and inside features can be made
- Dome – worldwide community of Islam
- Minaret (tower) – used for the adhan
- Mihrab – indented archway in prayer hall showing direction of Makkah
- Qiblah Wall – wall with the mihrab in it indicating the direction of the Ka'ba
- Minbar – steps / pulpit – used by the Imam for Jumu'ah prayer sermon

Maximum Level 3 for reference to only one feature.

(4 marks) AO1

(c) Explain how Muslims use aids to worship.

Target: Knowledge and understanding of how Muslims use aids to worship

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

Students may include some of the following points:

Reference to prayer mats – used to provide a clean place to pray often has images of mosques / Ka’aba on them to allow focus during prayer / Qur’an used as an aid to du’a prayer – also helps learning and reflection / tasbeeh – prayer beads, 99 names of Allah allows focus during prayer and often carried during everyday life to keep Allah close to mind / used in du’a prayer too / Islamic calligraphy or picture of the Ka’aba or niche (Mihrab) – focus worship etc.

(4 marks) AO1

(d) ‘Muslims learn more about Islam in the home than in the mosque.’

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

Target: Evaluation of the relative importance of the home and the mosque in the learning of Islam

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Islam is a way of life which permeates all areas and the home is where people spend most of their time / it is the home where religious ways / rules are carried out everyday food / dress / manners / respect / responsibility / place where children are brought up by the family in the Muslim way of life / mosque is about beliefs / laws rules whereas home is about everyday practices / women often do not attend the mosque so the home is the focal point of the religious learning.

Other views

The teachings of Islam are taught in the mosque / Friday prayers take place there / the focus of the community to bring people together to learn / Qur'an is read there and explained / a centre for people to come together to discuss the religion and religious issues / can act as a law court to rule on Islamic matters – divorce for example / place where ethics and attitudes for the Muslim way of life are taught.

(6 marks) AO2

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