



**General Certificate of Secondary Education
June 2012**

Religious Studies

405009

Specification A

Unit 9 *Islam: Ethics*

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 Conflict and Suffering

- (a) ***Explain briefly what is meant by disarmament.***

Target: Understanding of disarmament

Students may include some of the following points:

Disarmament is giving up weapons / disbanding armed forces / renouncing war / can be unilateral (one sided) or multilateral (an agreement involving a number of countries) / may mean reducing weapons rather than abolishing them completely.

1 mark for superficial comment or a single point.

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

(2 marks) AO1

- (b) ***Explain briefly why some Muslims support disarmament.***

Target: Understanding Muslim views about disarmament

Students may include some of the following points:

Islam means 'peace' / promotes peace / stops other countries from fearing that you will attack them / encourages others to do the same / reduces the possibility of biological or nuclear accidents / makes the world a safer place / makes money available to spend on other things like ending poverty or disease / violence is wrong.

1 mark for superficial comment or a single point.

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

(2 marks) AO1

(c) ***‘Muslims can be pacifists.’***

What do you think? Explain your opinion.

Target: Evaluating Muslim views about pacifism

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:

Pacifism is the way of peace and non-violence / Islam is committed to peace / Muslims cannot be aggressors according to the rules of lesser Jihad / in Makkah, the Prophet responded to persecution with dignity and pacifism / violence is wrong.

Muslims have a duty to oppose evil and to fight if necessary / it is a duty to fight if God commands it / self-defence / defence of Islam.

(3 marks) AO2

(d) ‘The use of nuclear weapons can never be right.’

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 the use of nuclear weapons

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

Nuclear weapons are indiscriminate / Lesser Jihad is only against the enemies of Islam, not civilians / Islam teaches that human beings should care for the environment / nuclear weapons damage innocent future generations.

Other views

It is the duty of Muslims to oppose evil / if all else has failed there may be no alternative / Qur’an permits use of force in self-defence and preservation of Islam / Limited use of nuclear weapons may prevent greater suffering / use as a deterrent.

(6 marks) AO2

A2 Life and Death

(a) Explain what Muslims believe about the sanctity of life.

Target: Knowledge and understanding of Muslim beliefs about the sanctity of life

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:

Based on verses such as 3:145, 6:151 and 22:66 / Muslims believe that God has made life sacred or holy / life is a gift given by God / it should be used, in trust, for God and on his behalf / only God can end life / every human being has a right to life which others must respect / God has allowed life to be taken but only under special conditions e.g. self-defence, just punishment, issues relating to medical ethics.

(4 marks) AO1

(b) ‘Muslims should never use contraception.’

What do you think? Explain your opinion.

Target: Evaluation of Muslim views about contraception

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:

Using contraception is playing God / only God should decide if a new life will be born / importance of family / removes potential for new life.

Hadith shows that the Prophet approved of contraception (withdrawal method) / Islam teaches compassion and preventing the birth of an unwanted child or one who would inherit a serious medical condition may be a loving act / Islam teaches personal responsibility and using contraception may be a responsible act.

(3 marks) AO2

(c) Explain Muslim attitudes towards surrogacy.

Target: Knowledge and understanding of Muslim attitudes towards surrogacy

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:

Childlessness is Allah's choice / it is the duty of Muslims to accept the will of God / surrogacy, when the mother's egg is not used, is seen as adultery because someone other than the wife receives the husband's sperm / there may be problems of identity for the child / there may be problems of inheritance / ending the suffering of a childless couple is compassionate and Islam teaches compassion / God will choose if the process is successful or not – if it is, then it is God's will that the child should be born.

(4 marks) AO1

A3 Crime and Punishment

(a) Explain two causes of crime.

Target: Knowledge and understanding of the 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

Students may include some of the following points:

Poverty / upbringing / lack of moral guidance / alcohol or drugs / illness / greed / jealousy / unjust law / boredom / hate / feeling that they will get away with it / everyone else is doing it / peer pressure.

If only one cause mentioned, maximum level 3

(4 marks) AO1

(b) Explain Muslim attitudes to corporal punishment.

Target: Knowledge and understanding of Muslim attitudes to corporal punishment

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:

Shari'ah law allows the use of corporal punishment / e.g. Qur'an 5.38 the hands of thieves may be amputated, Qur'an 24.10 – adulterers may be flogged / punishment in this life so not in the afterlife / practice of the Prophet / seen as a deterrent / conditions under which it may be used very strict / some Muslims argue that it does not apply today because society is so different than it was at the time of the Prophet / too harsh.

(4 marks) AO1

(c) 'Reformation is the most important aim of punishment.'

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 reformation is the most important aim of punishment

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

Punishment for the benefit of the criminal / reformation shows compassion which is important in Islam / reasons for crime may be lack of education or poor upbringing so not entirely the fault of the criminal, in which case teaching the criminal to behave better is just / retribution can be seen as a selfish reason for punishing someone.

Other views

Some crimes must be punished according to Islam / reformation may not be possible / deterrence and / or protection of society is a much more important aim / Qur'an implies that capital punishment is allowed 6:151 so punishment is not always meant to be for reformation / where capital punishment is ordered by Muslim lawyers it is to carry out what they believe to be God's will.

(6 marks) AO2

A4 Wealth and Poverty

- (a) Explain briefly what is meant by emergency aid.**

Target: Understanding of emergency aid

Students may include some of the following points:

Help given immediately after disasters happen / providing people and equipment to help search and rescue or find bodies / clearing rubble / medical help for those injured / short term shelter / food / fresh water.

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

(2 marks) AO1

- (b) Explain briefly what is meant by long term aid.**

Target: Understanding of long term aid

Students may include some of the following points:

Help given over many years / to help people re-build their lives and communities / to deal with long term problems e.g. poverty / to help people become independent again / aid development.

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

(2 marks) AO1

(c) ***‘Muslims should only support Muslim charities.’***

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 Muslims should only support Muslim charities

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

Can be sure the money would be used in a way acceptable to Muslims / more likely to help brother and sister Muslims where other charities may not do so / can be sure that the charity is honest – they won't keep the money for themselves / concept of ummah.

Other views

Non-Muslim charities may have more opportunities to help e.g. better organisation or transport or goods required / anyone who needs help should be given it Muslim or not / the good causes may be more important than the ones a smaller Muslim charity is collecting for – for example emergency aid after a disaster / there may be no Muslim charities you can donate to in your area or country.

(6 marks) AO2

PART B

B5 The Environment

(a) Explain why many Muslims value the created world.

Target: Knowledge and understanding of Muslim views about the value of 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
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

The world is God's creation / Muslims are stewards of the world / they must respect and protect the natural world on God's behalf / they will be judged for this on day of judgement / creation provides the ideal situation for humans to live in peace and happiness / neglect of the environment leads to human suffering / pass on to future generations.

(6 marks) AO1

(b) ‘People should be allowed to use animals in any way 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 Muslim attitudes to animal rights

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

Animals are a gift from God for humans to use / humans are more important than animals / animals may be used for food / experimentation on animals, for a good purpose, is allowed.

Other views

Islam forbids blood sports / animals have to be treated with respect and according to the law / killing animals for vanity (e.g. testing of cosmetics) is selfish and forbidden / Muslim responsibilities as stewards demand that they protect the animals they are responsible for.

(6 marks) AO2

(c) Explain how some Muslims take part in conservation.

Target: Knowledge and understanding of Muslim responses to conservation

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
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Recycle / encourage recycling or re-use / provide recycling facilities – e.g. charity shops / join international initiatives to prevent environmental damage / campaign for less packaging / green fuels / encourage walking or public transport rather than using the car / education / support the work of organisations such as IFEES (Islamic Foundation for Ecology and Environmental Sciences) / support projects aimed at protecting endangered species.

(6 marks) AO1

(d) ‘Caring for people is more important than caring for the environment.’

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 relative importance of looking after people rather than looking after the environment

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

People are more important than the environment / there are many people suffering, they should be helped first / zakah is a duty and has to come first / some conservation projects waste resources / extinction is natural and should not be prevented.

Other views

The well-being of people depends on the environment / if you protect the environment you help people / environmental damage affects everyone / Muslims are commanded to be Khalifah (stewards) / short term aid may be helpful but long term aid may encourage people to be dependent.

(6 marks) AO2

B6 Relationships and Lifestyle.

(a) Explain the role of the parents in a Muslim family.

Target: Knowledge and understanding of the role of parents in a Muslim family

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
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Father and mother are equal but have different roles / traditional role of father as provider and mother as ruler of the home, but today both often work / must provide an Islamic home / education / example / father introduces new-born to Islam / may send children to madrassah / take children to mosque / arranged or introduction marriage.

(6 marks) AO1

(b) ‘Muslim children should go to Islamic schools.’

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 importance of Islamic schools

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:

These points may be related to part time attendance at madrassah or full time school attendance.

Agree

Keeps Muslim identity / makes it easier to follow Islamic way of life e.g. prayer and halal food / gives moral support in a non-Muslim country / teaches Islam / teaches Arabic of the Qur'an and Qur'an recitation / allows families to carry out their duty of bringing up children as Muslims.

Other views

Education in family is enough / builds a barrier between Muslims and other members of society / does not help mutual understanding / teaching may not be relevant to living in UK today / does not help Muslims to live as part of society / aim should be the best possible education which may not be the one available at the local Muslim school.

(6 marks) AO2

(c) Explain how illegal drugs can affect people's lives.

Target: Knowledge and understanding of the impact of illegal drugs

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
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Damages the bodies of those who take them / causes mental illness / leads to violence and accidents / addicts make less contribution to society / family breakdown / may lead to loss of employment / waste of money / leads to poverty / makes some people dependent on society / cost of medical treatment.

(6 marks) AO1

(d) **‘Muslims should not work anywhere that alcohol is sold.’**

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 alcohol

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

Alcohol is haram / forbidden in the Qur'an / a temptation from the devil / Muslims should close all paths to haram activity / should not encourage others to break God's law / alcohol is very damaging / serving alcohol may lead Muslims to try it / khamr.

Other views

Some things containing alcohol have a good purpose e.g. hand cleaners / having a job may be necessary to keep the family / no individual is responsible for the choices other people make / haram foods and products can be found in so many places in the UK that it is impossible for Muslims to avoid them / teaching in Qur'an is open to interpretation e.g. 2:219.

(6 marks) AO2

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