



**General Certificate of Secondary Education
June 2013**

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. 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

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' 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 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. (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 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.

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

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

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

PART A

A1 Worship – The Mosque

(a) What does 'mosque' mean?

Target: Knowledge and understanding of the word mosque

'Place of prostration' / place of worship for Muslims / Muslim holy building.

1 mark for correct definition.

(1 mark) AO1

(b) What is the role of the Mu'adhin (Muezzin)?

Target: Knowledge and understanding of the role of the Mu'adhin (Muezzin)

Caller to prayer / carries out the adhan.

1 mark for correct definition.

(1 mark) AO1

(c) Explain how the main features of a mosque help Muslims to worship.

Target: Knowledge and understanding of how the main features of the mosque help Muslims worship

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Minaret – This is traditionally where the adhan is called from so that Muslims arrive at the mosque at the right time.

Dome – allows the voice of the Imam to be heard clearly / circulates the air around the mosque.

Mihrab – The archway which denotes the wall which is the Qiblah / shows Muslims the direction of Makkah or the Ka'ba / shows Muslims the direction to pray / Imam leads the prayer from in front of it.

Minbar – for the Imam to use to stand on or sit on to deliver his Friday sermon or Khutba / male Muslims expected to attend on Friday to learn more about their religion.

Wudu room – to allow Muslims to be clean to pray.

Carpet design – this allows Muslims to stand shoulder to shoulder in worship / shows equalising / gives space for prostration.

(4 marks) AO1

(d) ***‘A mosque should be used only for prayer.’***

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

Target: Evaluation of whether or not a mosque should only be used for prayer

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:

Agree:

Definition of the mosque is a place of prostration so this is what it should be for / it is the house of Allah so it should only be used to communicate with Allah / if it is only used for prayers then it remains special / it brings people together for one sole purpose, etc.

Other Views:

Holy buildings generally serve more than one function / the building needs to be at the centre of the community so it needs various functions / for Muslims living in foreign countries the mosque needs to be a community centre as well meeting the needs of its followers as an education centre, advice centre, place for festivals, place for Islamic Law to be administered / place for the delivery of sermons (khutbahs) by the Imam / if only used for prayer it could exclude women for much of the time, etc.

(6 marks) AO2

A2 Sources of Authority

(a) Outline the work of Muhammad in Madinah (Medina).

Target: Knowledge of the work of Muhammad in Madinah

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Muhammad was the political and religious chief of Madinah / he worked to unite the tribes under the rule of God / he wrote a constitution of the rights of duties of both Muslims and non-Muslims / he built the first mosque / he taught regular times for the five daily prayers / he brought in the idea of fasting / he organised collection of money for the poor / the Treaty of Madinah was set up to allow religious freedom for the Jews as a protected minority, etc.

(3 marks) AO1

- (b) *'For Muslims, the city of Madinah (Medina) should be seen as the most important holy site in Islam.'*

What do you think? Explain your opinion.

Target: Evaluation of the place that Madinah (Medina) holds in Islamic beliefs

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:

Madinah (Medina) was the first to accept the teachings of Muhammad / no force was needed to convince the people that Islam was the right path or to set up the religion / the first mosque was built there / the Five Pillars were instituted there / Muhammad chose to die there and is buried there / the foundation of the religion was there to make the setting up of the religion in Makkah easier, etc.

Makkah was the place Allah wanted Muhammad to convert for him / the Ka'ba is in Makkah so as the House of Allah it is going to be more important than Madinah (Medina) / even after Madinah (Medina) had accepted Islam, Muhammad was told to convert Makkah / it was revealed from Allah that prayer was to be directed towards Makkah / all sites have their importance, just for different reasons, etc.

Two sided arguments while not required are creditable.

(3 marks) AO2

(c) Explain why Muhammad is said to be ‘the last of the prophets’.

Target: Understanding of why Muhammad is said to be ‘the last of the prophets’

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Muhammad brought together all the teachings of the other prophets / there have been no more prophets since Muhammad / he was given the Qur’an, the ultimate word of Allah / the Qur’an is all Muslims need to know so further prophets are not needed / Muhammad had the knowledge to set up the Muslim community so prophets were no longer required / Qur’an 33.40. ‘seal of the Prophets’ / Qur’an 5.3. – This day I have perfected your religion / Final Sermon – ‘No prophet or messenger will come after me.’ etc.

(3 marks) AO1

(d) ***'Without Muhammad the religion of Islam would not exist.'***

What do you think? Explain your opinion.

Target: Evaluation of whether the religion of Islam would have existed without Muhammad

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:

It was Muhammad's personality that allowed him to get through the difficulties – determination, strength, persistence, honesty, fairness, wanting to achieve his goal / most others have given up / it was what happened in his childhood that gave him the ability to withstand the opposition to him / Allah deliberately chose Muhammad so would not have chosen someone else / he was a man amongst men – 'the trustworthy one' which allowed some people to follow him right from the start / would not have the Qur'an, hadith, Sunnah.

It would because Allah would have chosen someone else / Allah would not have given up if Muhammad had not been successful / Allah is all powerful so he had determined Islam would exist / Islam had existed since the first prophet, Adam.

Two sided arguments while not required are creditable.

(3 marks) AO2

A3 Justice and Equality**(a) Explain two causes of discrimination.****Target: Knowledge and understanding of two causes of discrimination**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Upbringing / family / friends / media / personal experience / ignorance / fear.
 Accept reforms to positive discrimination.

Level 2 maximum for reference to only 1 cause or 2 examples without any explanation of either cause

2 causes given – plus 1 explanation sufficient for Level 3.

(3 marks) AO1

(b) Explain what Islam teaches about justice.**Target: Understanding of the Islamic teaching about justice**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Justice is about fairness / to bring about what is right / an ideal every Muslim strives for / one of the names of Allah is 'The Just' / Qur'an 16.90 'Indeed Allah commands you towards justice and kindness' / Qur'an 4.58 'when you judge between people you judge with justice' / if there is no justice then there is oppression and unfairness / justice should be carried out with honour and mercy / Shari'ah law is based on justice, etc.

(3 marks) AO1

(c) ***'Islam treats women fairly.'***

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

Target: Evaluation of whether Islam discriminates against women or not

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	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.	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, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree:

All people are equal / women have different roles but difference does not mean unequal / women have the same religious duties as men / Islamic society is about working together – men and women have different strengths but equal / women run the household and the family which is a big responsibility / in marriage it is a partnership / women have rights to be protected / Muhammad never discriminated against his wives by being chauvinistic – he cleaned, repaired clothing / if a woman works the man should help in the home in the evenings as Muhammad did / praying behind men is not discriminatory but modest / dress is also modest etc.

Other Views:

Teachings might not discriminate but practices do so may seem unfair / prayer behind men suggests inferiority / women have a dress code to be modest but rules of man make these rules excessive for some e.g. the burkha / Islamic law discriminates against women e.g. an adulterous woman is stoned to death whilst the man has 100 lashes / divorce is easier to get for a man / women cannot be Imams etc.

(6 marks) AO2

A4 The Hajj and Personal Lifestyle

(a) What is meant by hajj?

Target: Knowledge of the meaning of hajj

Students may include some of the following points:

Pilgrimage to Makkah / 'to set out with a definite purpose' / a sacred journey to Makkah / once in a lifetime visit to Makkah / the fifth pillar done once in a lifetime to Makkah.

(1 mark) AO1

(b) Describe briefly what happens at Mina during the hajj.

Target: Knowledge of what happens at Mina during the hajj

Students may include some of the following points:

Muslims throw stones at the pillars / 7 pebbles are thrown at the jamaras / the pillars are representative of the 3 temptations Ibrahim and his family faced and resisted / Eid-ul-adha animal sacrifice / head shaving.

1 mark for superficial comment or a single point.

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

(2 marks) AO1

(c) Explain how the hajj helps to strengthen the ummah.**Target: Understanding of how hajj helps to strengthen the ummah**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Hajj is a chance for the Muslim brotherhood to come together and unite in their worship of Allah / only Muslims present so all are united in their love of Allah / emphasises the equality of all Muslims-rich and poor alike / Muslims are forgiven and able to return to normal life in a purer state of mind and body and with a better understanding of their religion and therefore better people to benefit their own community / hajj develops and reminds Muslims of essential qualities for life, etc.

(3 marks) AO1

(d) ***‘On hajj women do not wear purdah, so there should be no need to wear it in everyday life.’***

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 necessity to wear purdah

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Purdah is the social separation of women from men with the complete covering of the body and face so they are not visible to a man / the face is seen as sexually attractive to men so if men can resist and control themselves on hajj why can they not do the same in everyday life / if men can focus on worship on hajj and not women then surely the test is for men to do it in their daily lives / women should not have to cover up for the frailty of men's minds / in many western countries many women do not wear purdah or even a headscarf and men generally manage to control themselves like they do on hajj, etc.

Hajj provides different circumstances than everyday life / sex is a natural desire for men so they could not resist looking at women all the time / a man's behaviour and thoughts on hajj are more pure than in everyday life so women are not hassled / being on hajj is the closest a Muslim can be to God on earth so many Muslims are thinking about Judgement Day so they cut themselves off from worldly desires / to dishonour a woman on hajj would be even more unacceptable so women are free to uncover their faces, etc.

(6 marks) AO2

PART B**B5 The Five Pillars****(a) Explain the meaning of shahadah for Muslims.****Target: Understanding of the meaning of shahadah**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following:

Central belief of Islam / Declaration of Faith / it is a sacrifice to make this declaration and actions must follow the words / first of the Five Pillars / split into Tawhid and Risalah / Oneness of God and the communication between God and man through Prophets, Angels and Books / it shows Allah as the One, True, Supreme entity which nothing can equal or understand / it is from this belief that the other 5 Pillars are done / is part of the adhan spoken 5 times a day / repeated by Muslims first thing on waking and before sleeping, etc.

Level 1 maximum for definition of the shahadah – There is no god but Allah, and Muhammad is the Prophet of Allah.

(4 marks) AO1

(b) *'It is more important for Muslims to do good deeds than to do their daily prayers.'*

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 value of action as opposed to words

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Good deeds are more beneficial to others / many people in the world require help / on Judgement Day deeds will have to be accounted for – good and bad / a Muslim can demonstrate what they feel about Allah through actions so words are not necessary / Allah knows how Muslims feel about him already so instead of prayer 5 times a day, good deeds should be done / being a good witness for Islam involves far more than prayer / good deeds are often much harder to do than prayer so it is far greater a test / anything can be said in words but actions do not always follow, etc.

Other views

Prayer is one of the Five Pillars required by Allah so it must be done / all the duties required by Allah are important / who are Muslims to decide which duties are more important – they have to find time to do them all as best they can / prayer will put them in the right frame of mind to do good deeds so they will be all the better, etc.

(6 marks) AO2

(c)(i) Describe what Muslims do during Ramadan.

Target: Knowledge of what happens at Ramadan

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Fasting during daylight hours / regular attendance at the mosque especially during the last 10 nights / reading of the Qur'an from cover to cover / improvement in behaviour – no fighting, smoking, lying, swearing / no use of music / no sexual relations during the fasting hours / thinking of others who are poor / giving thanks for the benefits they have in their lives / purifying their lives / putting religion at the centre of life's activities / gain spiritual strength / actions to overcome selfishness and laziness, etc.

(4 marks) AO1

(c)(ii) Explain how Zakah is collected and why it is given.

Target: Knowledge of how Zakah is collected and why it is given

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Collected by the mosque / donated in the zakah box at the mosque / in Muslim countries it is collected as a tax / may be donated directly to a poor person (so not collected) / can be given in kind e.g. crops or animals.

Given to help the poor / given to help worthy causes that will benefit the Muslim community – mosque building or sending someone on Hajj / purifies wealth / prevents greed / helps Muslims to realise that wealth belongs to Allah so they should use it wisely and positively / gives because it is a duty / one of the Pillars, etc.

Maximum Level 3 for reference to only one of the parts of the question.

(4 marks) AO1

(d) ***'The most important pillars are the ones that are performed the most often.'***

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 frequency of performance denotes the Pillars' importance

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree:

Regularity breeds a sense of ‘most important’ / a believer might put more emphasis on shahadah and salah because they impact on their lives more / salah keep them nearer to Allah throughout every day / shahadah and salah underpin the actions of a Muslim every day as opposed to once yearly events, etc.

Other views:

All the pillars are equal / regularity of performance does not denote most important / if some of the Pillars are seen as more important then there is a danger of the fabric of the religion starting to collapse / hajj – the least frequently performed might be viewed as most important because it is only generally done once so it remains really special / on Hajj is the nearest possible place to Allah whilst still on earth / frequency can breed contempt rather than importance / might be seen ‘as just going through the motions’, etc.

(6 marks) AO2

B5 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold Performance		

B6 Family Life**(a)(i) Describe a Muslim wedding ceremony.****Target: Knowledge of what happens at a Muslim wedding**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Reference to the arrangement / agreement over the dowry (mahr) / nikkah – the signing of the marriage register with witnesses / readings from Qur'an / exchange of vows / prayers / carried out by the Imam or adult male Muslim / bride does not even have to attend as long as she sends her wali or marriage representatives / agree three times to the marriage / can be done long distance / celebrations take place later / Walima follows (either straight away or whenever possible), etc.

(4 marks) AO1

(a)(ii) *'Muslims should be able to marry whoever 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 whether a Muslim should be able to marry who they want to

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree:

It is the individual who will be living with the partner so they should choose / it is the individual who is making the commitment / in arranged marriage, the couple give their consent so they are marrying who they want otherwise it would be a forced marriage which is not allowed / individuals know themselves best of all so they should decide / if the choice is not made by the couple then the marriage will be unhappy and end in divorce / parents think they know their child – but do they really? / although individuals are free to say no to the choices of parents, they often feel obliged to say yes so as not to disappoint or hurt them / Muslims living in western cultures are often caught between two cultures – choosing who they want yet at the same time pleasing parents.

Other views:

Individuals often make the wrong choices / marriages based on love are doomed to disaster / parents make better choices based on more stable reasons – compatibility, financial stability, family background, similar interests etc. / young people are worldly and inexperienced so left to make choices often make unwise ones / ban in some countries on polygamy and polyandry.

(6 marks) AO2

(b) Explain Muslim attitudes to sex outside marriage.**Target: Understanding of Muslim attitudes to sex outside marriage**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Sex outside marriage is adultery / act seen as the most dishonourable and shameful / viewed as dangerous to the stability of family which underpins a successful Islamic society / cannot be forgiven / punishment under Islamic law is 100 lashes though women may be stoned to death (the latter goes against Qur'anic teachings) / adultery opens the way to other evils / anyone guilty of adultery should only be allowed to marry a fellow adulterer (surah 24), etc.

Sex before marriage is haram / women should be virgins until married – husbands expect this / wrong as it could lead to pregnancy and single parents / goes against the idea of arranged marriages / goes against cultural separation of the sexes in many countries / seen as a disgrace to, and embarrassment by, the family, etc.

(4 marks) AO1

(c) Explain how a divorce is carried out in Islam.**Target: Knowledge and understanding of the process of divorce in Islam**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Mubar'ah – divorce which is mutually agreed / financial arrangements agreed amicably by the couple. **Khul** – Divorce requested by the woman / the dowry returned in return for the marriage being dissolved / **Talaq and Iddah** – intention to divorce announced three times / waiting period or Iddah of 3 months before the divorce is final / wife can continue living in the house during this time / entitled to full maintenance / work is done by the families to avert the divorce / if no contact has taken place between the couple during this time then the divorce is sanctioned / practical arrangements for children etc.

(4 marks) AO1

(d) 'Polygamy is wrong in a modern society'.

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 polygamy is wrong in a modern society

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree:

It is wrong because it is too expensive to do it properly / many societies find themselves in very different situations to that in Muhammad's time so it is not really fulfilling his criteria / very rarely are there not enough men for the number of women / it is illegal in many countries / where it is used it is often for the wrong reasons / women's attitudes have changed and they don't want polygamy / women can find themselves in very difficult situations especially if they are not the first wife.

Other views:

It is not wrong because there are examples of it working in some countries / part of Shari'ah Laws and so cannot be wrong or it would not be there / it might prevent divorce which is good for society / some women might and do welcome it to reduce the pressure of sex and looking after the family / in some societies, especially war torn area (like Somalia) there might well be more women than men and they still need protection as in the time of Muhammad / although the world is modern there are many societies that are not.

(6 marks) AO2

B6 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>