



**General Certificate of Secondary Education
June 2013**

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. 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 Crime and Punishment

- (a) Give two causes of crime.**

Target: Knowledge of causes of crime

Students may include some of the following points:

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

One mark for each.

(2 marks) AO1

- (b) Explain briefly one of the aims of punishment.**

Target: Understanding of one aim of punishment

Students may include some of the following points:

Deterrence – putting off others from committing the same crime by making the punishment a warning to others; stops the criminal from wanting to do it again.
Protection – making it impossible for the offender to commit the crime again so protecting the community from any harm the criminal could cause.
Reformation – changes the character of the criminal for the better.
Retribution – getting revenge, eye for an eye, life for a life, punishment fits the crime.
Vindication – upholding the law.

1 mark for a superficial comment or a single point (e.g. knowing the term).
2 marks for a developed answer or more than one point. (an example counts as development)

(2 marks) AO1

(c) ***'Muslims should forgive people who commit crimes.'***

What do you think? Explain your opinion.

Target: Evaluation of Muslim attitudes to forgiveness

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:

Muslims believe that God is all-Compassionate and that he forgives those who truly repent and change their ways / Muslims should try to reflect the perfect qualities of God in their lives so they should also forgive / some crimes are known as 'forgivable crimes, and the victim or victim's family can ask for 'blood money' in return for lighter sentences – this is encouraged / the Qur'an praises those who show mercy / give a second chance / humans make mistakes.

Some crimes are considered 'unforgivable' / the Qur'an commands they be punished / results of not punishing anyone could be anarchy / only God can forgive since only He knows what people are truly thinking, etc.

(3 marks) AO2

(d) 'The death penalty (capital punishment) should never be used.'

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 death penalty

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

Mistakes can be made and people executed for crimes that they did not commit / only God has the right to take a life / the death penalty is not effective as a deterrent if it is seen as an ‘honour’ to die as a martyr / it is preferable to save a life rather than take it Qur’an 5: 32 / law of compensation makes death penalty unnecessary / gives no opportunity for reform, etc.

Other views

The Shari’ah law allows the use of the death penalty / based on Qur’an e.g. 6:151 ‘Take not life which Allah has made sacred except by way of justice and law’ / safeguards can be put in place to make sure that only the guilty are punished / ‘a life for a life’ seems fair, etc.

(6 marks) AO2

A2 Relationships and Lifestyle

(a) Explain why many Muslims believe that they should care for the elderly.

Target: Understanding of why many Muslims believe that they should care for the elderly

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:

The Qur’an commands ‘Be good to your parents’ and this does not stop when they get old / hadith – those with perfect faith are those who are kindest to their families / it is an honour to repay the love and support the elderly once gave to their families / those who do not care for their parents will not enter paradise / elderly have wisdom, experience.

(4 marks) AO1

(b) Explain briefly what is meant by the legal age of consent for sexual intercourse.

Target: Understanding of legal age of consent for sexual intercourse

Age after which people can have a sexual relationship without committing a crime / applies to both male and female / in UK applies to both heterosexual and homosexual couples / age varies e.g. in UK it is 16, in Spain 13 / in Islam sex is lawful within marriage so minimum age of consent is same as minimum age for marriage. (N.B. This is a changing situation – in July 2011, Saudi Arabia was considering introducing a minimum age for marriage.)

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

(2 marks) AO1

(c) **‘Sexual relationships should not be controlled by religion.’**

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

Target: Evaluation of Muslim attitudes to sex

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

People have a right to a private life / what happens between a couple does not affect anyone else / religion should only deal with what you believe and how you worship, etc.

Other views

Islam is a complete way of life / the Qur'an mentions sexual relationships – e.g. 17: 32 – adultery is a shameful deed / sexual relationships can exploit and harm one of the partners, the teaching of Islam forbids this / sexual relationships are mentioned in the hadith and are part of the sunnah / the shari'a law mentions sexual relationships, etc.

(6 marks) AO2

A3 Conflict and Suffering

(a) Explain why many Muslims think that no country should have nuclear weapons.

Target: Understanding of Muslim attitudes to nuclear weapons

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:

Pointless having them, since these weapons of mass destruction should never be used by Muslims because that would go against teaching of lesser jihad / cause damage to civilian population and environment / nuclear accidents are too risky / too expensive when many people are living in poverty / could fall into the wrong hands / unilateral disarmament would lead to multilateral disarmament and peace / having nuclear weapons encourages even more countries to develop them and makes the world more unsafe / unjust.

(3 marks) AO1

(b) Explain the difference between greater jihad and lesser jihad.

Target: Understanding of the difference between greater jihad and lesser jihad

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

Greater Jihad

A duty for all Muslims / lifelong / personal struggle to live a life of obedience to God / struggle against your weaknesses / e.g. against greed, selfishness, etc. / effort needed to carry out 5 pillars / effort to contribute to Islamic society – e.g. voluntary work.

Lesser Jihad

Effort to oppose evils in wider world rather than within the person / ‘Holy war’ / armed combat against non-Muslim aggressors / governed by strict rules / a duty if it is ordered by a legitimate ruler / many Muslims believe that there is no leader with the authority to call a jihad / some Muslims believe that it is only a duty for adult, healthy, men.

(3 marks) AO1

(c) **'Terrorism is always wrong.'**

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 terrorism

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**

Islam means peace and submission and Muslims are committed to working for peace in the world / terrorism can result in civilian casualties and damage to the environment, both of which are forbidden by the laws of lesser Jihad / violence simply leads to more violence / Qur'an 4:29-30 and 17:33 forbid suicide and taking life / terrorism creates fear which is repugnant in Islam / lesser Jihad cannot be used to justify terrorism.

Other views

Terrorism is seen by some as a form of lesser Jihad / Islam allows Muslims to use force in self-defence as a last resort and some would see this as justifying terrorism / some people feel that this is their only means of self defence against a much more powerful enemy / self-sacrifice in what is believed to be a just cause is not the same as suicide / some might think that the evils are so great that the use of terrorism may be justified but only if it ends evil and all else has failed / seen by some as the only way to make the world aware of injustice / seen by some as the only way to redress evil, etc.

(6 marks) AO2**A4 The Environment****(a) Explain Muslim attitudes to conservation.****Target: Understanding of Muslim attitudes to conservation**

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:

God has made Muslims his stewards (khalifah) of the environment (Qur'an 6: 365) / the world is God's / they have a duty to safeguard it on God's behalf / the world is a mosque and, as such, should be looked after / the world supports and feeds people so is a precious resource / Muslims have a duty to restore the balance (mizan) in which God created the world.

(4 marks) AO1

(b) Describe what Muslims might do to protect the environment.**Target: Knowledge of ways in which Muslims might protect the environment**

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:

Recycling / encouraging others to recycle / cutting down pollution / stopping littering / reducing use of packaging / reducing use of motorised transport / teaching young Muslims about how to protect their world / running clean up campaigns / taking part in national and international campaigns.

(4 marks) AO1**(c) 'Muslims should not agree with experiments on animals.'****What do you think? Explain your opinion.****Target: Evaluation of Muslim attitudes to experiments on animals**

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

Students may include some of the following points:

Animals have a God-given right not to be abused / unnecessary experiments e.g. for luxuries like cosmetics, are wrong / as stewards of God's creation, Muslims have a duty to care for animals not harm them / animal experiments are not reliable because they react differently to humans / there are alternative ways of carrying out such tests, etc.

Animal experiments can be for a good purpose / animals have been given to humans for their use / human lives can be saved by such research / animals will be well cared for in all other ways and the pain they are put through kept to a minimum, etc.

(3 marks) AO2

PART B**B5 Life and Death****(a) Explain Muslim attitudes to cloning.****Target: Understanding of Muslim attitudes to cloning**

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
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

N.B. cloning is a complex and fast-changing issue. Students may consider one or more of the following.

Reproductive cloning, which would produce a genetically identical copy of the original, is considered wrong by some Muslims because it interferes with God's creative power / others believe that the ability to do this is God-given knowledge and that we should explore fully how best to use it to our advantage / some fear the creation of a 'super race' subject to the command of their creator and lacking loyalty to other humans or any sense of responsibility.

In therapeutic cloning, the process is used to produce stem cells from embryos which are then destroyed in order to harvest the cells – some Muslims object to the destruction of embryos / others accept it as long as the embryo was not specifically created for that purpose / the use of adult stem cells (taken from bone marrow) used to grow genetically identical replacement parts (e.g. a windpipe) which does not involve the use of an embryo is generally accepted.

(6 marks) AO1

(b) 'It is wrong to create saviour siblings.'

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 saviour siblings

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

Playing God – only God has the right to decide who should be born / some embryos are discarded in the process / children should be wanted for themselves not as spare parts for others / the child may feel exploited in later life, etc.

Other views

The intelligence to develop this is God-given – we should use that gift to our advantage / saving lives is praised in the Qur'an e.g. 5:32 / it is good to prevent suffering and wrong to let it continue when it could be stopped / the child can be wanted for itself as well as because it will be a saviour sibling, etc.

(6 marks) AO2

(c) Explain Muslim attitudes to contraception.**Target: Understanding of Muslim attitudes to contraception**

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
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Using contraception is playing God / only God should decide if a new life should be prevented / hadith show that the Prophet approved of the withdrawal method / similar methods are approved of today / some object to methods that 'kill' a developing embryo / others think such methods are acceptable, based on guidance re abortion / but the reason for using contraception must be right – e.g. must not go against Qur'an 17.31 'kill not your children for fear of want' / Islam teaches compassion and preventing the birth of an unwanted child or one who would suffer a degenerative disease may be considered compassionate / Islam teaches personal responsibility and using contraception can be considered responsible / sex is not only for procreation but for pleasure.

(6 marks) AO1

(d) *'It is not wrong for a woman to have an abortion.'*

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 abortion

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

Hadith describing development of foetus used to permit abortion up to 40 or 120 days, when ensoulment takes place / if there is a good reason e.g. foetus badly deformed / after 120 days it is only permitted if there is a threat to the mother's life / some jurists permit abortion after rape / majority of shi'ah marja only allow abortion if mother's life is at risk, but there are some rulings which also allow it when there are serious problems caused by poverty or over-population, etc.

Other views

All life is sacred / the unborn child has a right to life / life belongs to God and only God has the right to take it away Qur'an 53:44 / Muslims should submit to God's will and accept the child He has given them / even scholars who permit abortion in extreme cases classify it as wrong – but not punishable / Qur'an 5:32 – it is preferable to save a life rather than take it, 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>

B6 Wealth and Poverty**(a) Explain why many Less Economically Developed Countries (LEDCs) need help.****Target: Understanding of needs of LEDCs**

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
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Suffering, especially of children / poverty / poor environment making it difficult to be self sufficient in food / poor water supply in quantity, quality or both / no means of generating income so cannot help themselves / poor health services / areas are prone to natural disasters – e.g. flooding or drought / exploitation by MEDCs / weak government / civil unrest / overpopulation.

(6 marks) AO1

(b) ***‘It is always right to give charity to the poor and needy.’***

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 giving charity to the poor and needy

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

Zakah is compulsory and the Qur'an requires it to be used to support the poor and needy – Qur'an 9:60 / sadaqah is encouraged Qur'an 24: 56 / all money is a gift from God to be used on his behalf, it is the duty of Muslims to use it responsibly and not to waste it or hoard it – Qur'an 7: 31 and 9: 34, etc.

Other views

The poor and needy could rely on handouts and do nothing to help themselves / making it possible for people to cope in bad situations may simply make those bad situations carry on longer / it is better to tackle the causes of poverty and need rather than the effects / the money may be used in haram ways, etc.

(6 marks) AO2

(c) Explain how Muslim communities in the UK work to relieve poverty and suffering.

Target: Understanding of ways in which Muslim communities in the UK work to relieve poverty and suffering

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
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Fund raising / raising awareness / giving practical help to local communities / running shelters for homeless / distributing Zakah and sadaqah / examples from local mosques / tackling causes of poverty e.g. language support / supporting work of e.g. Islamic Relief or Muslim Hands in providing emergency and long term aid.

(6 marks) AO1

(d) ***‘People should be able to use their money 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 use of money

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

No one has the right to tell them what to do with their money because it belongs to them / they have earned it / good Muslims would only spend it in ways approved of by God, so they may spend it in any way they want, etc.

Other views

Zakah must first be paid on the money to purify it / money should not be wasted – Qur’an 7:31 / money should not be hoarded – Qur’an 9:34 / what God commands must come before what people want / part of the greater jihad / God has forbidden Muslims to use money for haram pleasures e.g. gambling / Muslims are also forbidden to lend money for profit (usury), etc.

(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>