

GCSE

RELIGIOUS STUDIES A

Unit 8/405008 Islam

Mark scheme

4050
June 2014

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

Methods of Marking

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

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

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

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

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), 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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

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

PART A

A1 Worship: Festivals and the Mosque

(a) Describe how Muslims celebrate Eid ul Fitr.

Target: Knowledge of how Muslims celebrate Eid ul Fitr

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

Students may include some of the following points:

Prayers at the mosque / sermon about the importance of giving / meeting and greeting of friends and family / celebration family meal (the first meal after the fast) / children receive gifts / visit to cemetery to remember loved ones / last day to pay Zakat-ul-Fitr.

[3 marks] AO1

(b) Explain why Muslims celebrate Eid ul Adha.

Target: Knowledge and understanding about why Eid ul Adha is celebrated by Muslims

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

Students may include some of the following points:

Signifies the end of the hajj / remembers the story of Ibrahim / commemorates Ibrahim's faith over the temptations of the devil / remembers Ibrahim's complete submission to Allah / remembers that Ibrahim was willing to sacrifice his own son to follow what Allah told him to do / personal submission to Allah for each Muslim / renewal of a Muslim's individual faith and commitment.

[3 marks] AO1

(c) 'A mosque should always reflect the magnificence of Allah.'

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

Target: Evaluation of whether mosques need to be ornate

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, with slight development of one. 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

Magnificence shows how much Muslims love Allah / it reflects the beauty of Allah / it glorifies Allah / reflects the power and intelligence of Allah / fitting tribute / an appropriate place to be worshipping / makes the building stand out in the community / it shows non-Muslims how much Allah means to the Muslim community / these places have all the symbols to represent Allah in patterns and calligraphy etc.

Other views

Not necessarily as anywhere can be a mosque as long as it is clean / wherever the hour of prayer overtakes Muslims, that is their mosque / it is the intention to pray that is important not the building / magnificence may cause distraction / money should be spent on people not places especially the poor / Allah does not need magnificence / He knows what people believe in their hearts already / there are many mosques that are very simple in design yet are just as important to that community of worshippers etc.

[6 marks] AO2

A2 Family Life

(a) Explain what Islam teaches about divorce.

Target: Knowledge and understanding of Islamic teaching on divorce

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following:

Divorce is allowed (halal) / ‘The most detestable act that God has permitted is divorce’ (Hadith) / should be a last resort / not taken lightly / there is legal provision but highly discouraged / ‘either keep your wife honestly, or put her away from you with kindness. Do not force a woman to stay with you who wishes to leave’ Surah 22 / ‘If a wife fears cruelty or desertion there is no blame on them if they arrange an amicable settlement’ Surah 4 / ‘Paradise shakes at the thought of divorce’ Hadith / splits the family which is the basis for all society to work successfully.

L2 max if answer only refers to the process of divorce.

[4 marks] AO1

(b) Give two reasons why Muslims agree with remarriage.

Target: Identification of two reasons why Muslims agree with remarriage

Students may include some of the following:

Women should not be left unprotected / children should have a father figure / children should have a mother figure / marriage is part of the sunnah / to fulfil the duty to reproduce if a Muslim has had a previous childless marriage / the couple might realise their decision to divorce was a mistake.

Give one mark for each of two valid reasons.

[2 marks] AO1

(c) ‘There is nothing wrong with pre-marital sex.’

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

Target: Evaluation of whether pre-marital sex is morally acceptable for Muslims

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, with slight development of one. 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

Sexual freedom before marriage could make a marriage more stable with regards to compatibility / it is accepted in most modern societies / pre-marital sex could make a couple more committed to each other / for a woman it could make the thought of marriage less daunting as they know each other well / may lead to less use of prostitution / may lead to fewer incidents of rape etc.

Other views

A Muslim man has a right to his bride being a virgin / Islam does not permit intimacy between couples who are not married / Islam does not see that sexual freedom before marriage adds anything to the stability of a marriage / a man could take advantage of a woman for his own needs and then abandon her / could lead to children outside of marriage / children may not know who their father is / in some Islamic cultures it actually carries capital and/or corporal punishments / can dishonour a family / may lead to honour killings / marriage is more about compatibility than sex / ‘let no man be in privacy with a woman who is not lawful unto him, or Shaytan will be the third’ (Hadith) / if pre-marital sex has taken place extra-marital sex may also be sought / couples are allowed courtship which allows them to get to know each other etc.

[6 marks] AO2

A3 The Five Pillars

(a) ‘In salah prayer, the rak’ahs are more important than the words spoken.’

What do you think? Explain your opinion.

Target: Evaluation of the importance of the rak’ahs as opposed to the words spoken

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 with slight development of one.	3 marks

Students may include some of the following points:

It is the physical positions which show dedication to Allah / the final position shows total submission (because of the bowing down) to Allah / this action is not done to worship anything or anyone else in life / standing and bowing side by side shows the equality in the ummah / the words are set and are not personal but the physical positions are etc.

Without the words the actions are pointless / the words are said from the heart / prayers said in congregation are more important as the benefits gained are more – the same is not said about action / neither is more important because salah requires both etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(b) Explain briefly the importance of the call to prayer (adhan).

Target: Knowledge and understanding of the importance of the call to prayer

Students may include some of the following points

It contains the words of the Shahadah / brings Muslims to Allah five times a day / the words are a constant reminder of the importance of Allah / gives success as a reason for prayer / prevents prayer times being forgotten / these were the words spoken by Bilal to first summon the faithful to prayer in Madinah / the words praise Allah.

1 mark for superficial comment or a single point.

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

[2 marks] AO1

(c) ‘It is not necessary for Muslims to perform wudu five times a day.’

What do you think? Explain your answer.

Target: Evaluation of the necessity for carrying out wudu five times a day

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

Students may include some of the following points:

It is not physically necessary to wash to become spiritually clean / it is more about tradition than having a practical purpose / such a short time between prayer that a person cannot be dirty / one performance of wudu for Salah can be valid unless actions have taken place which are considered impure, eg sex, toileting / in the Shi’ah tradition prayer is only three times a day so therefore only involves wudu three times / Allah just wants to hear and see prayers / Muslims should be in a state of prayer all the time – pure in thoughts and deeds etc.

It is part of the whole preparation for prayer / part of the declaration of intent (niyyah) / it is not only about physical cleanliness but a spiritual and mental cleanliness / allows time to focus the mind / purifies thoughts and experiences of what a Muslim had seen, heard and spoken / prevents prayer being rushed into / does physically clean the feet and hands that would be dirty / provides a discipline etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(d) Explain the importance of Jumuah (Friday prayer) for Muslims.

Target: Knowledge and understanding of the importance of Jumuah (Friday prayer)

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

Students may include some of the following points:

Jumuah is a special congregation / men expected to attend on Fridays / women expected to attend more on a Friday if possible as it is the holy day / in Muslim countries business and trade close for this midday prayer on Friday / the Qur'an states 'when the call is heard for the prayer of the day of congregation, leave your trading and hasten to Allah!' Surah 22 / the khutbah is said on the Friday by the imam / Friday is a time to hear the Imam teach about the Qur'an or a topic which is of interest for that community.

[3 marks] AO1

A4 Justice and Equality**(a) Explain what Islam teaches about discrimination.****Target: Knowledge and understanding of what Islam teaches about discrimination**

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

Students may include some of the following points:

Discrimination is not acceptable / Muslim community is based upon equality and respect / story of Bilal shows Muhammad did not allow discrimination based on race / women are equal but different / paradise lies at the feet of a mother, showing women should not be discriminated against / everyone is as equal as the teeth on a comb / Muhammad showed respect to different religions.

[3 marks] AO1

(b) Describe how Muslim women contribute to the Islamic community.**Target: Knowledge of the contribution of women to the Islamic community**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

In some societies, involvement in politics and national / local decision-making / working within the caring services (teacher, nurse, pharmacist) / preparation of female deceased before funerals / role models for other women etc.

Family role is to be a wife and mother / to teach the family right and wrong (a sense of morality) / to care for and look after her husband / as a homemaker / to have children / bring children up in the religion / she has a right to be respected by her husband / not to disgrace her husband / to welcome visitors / to work if it benefits the family / to be treated fairly.

[4 marks] AO1

(c) 'Everyone is equal in the Muslim community.'

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 everyone is equal in the Muslim community

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, with slight development of one. 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

Equality is a key teaching of Islam / equality allows Muslims to treat others with respect / Allah created difference so all differences are equal / everyone is equal but roles are different e.g. men and women / equality is not about treating people the same so if difference is seen, that does not mean Muslims are not equal / all Muslims are judged equally by Allah regardless of wealth or status / paradise is open to all Muslims etc.

Other views

In practice all Muslims are not equal – some rich some poor, women do not have equal rights in some countries (voting or driving), Islamic law treats men and women differently in the cases of divorce and adultery / homosexuals do not have the same rights in law / in the mosque women are separated from men, which could be interpreted as inequality / modesty rights are not equal / no female imams / everyone should be treated equally but not always the case etc.

[6 marks] AO2

PART B**B5 Personal Lifestyle****(a)(i) Explain how and why halal meat is prepared.****Target: Knowledge and understanding of how and why halal meat is prepared**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Halal preparation **How** – Animal must be one that does not eat other animals or has died or has been killed in a cruel way / a sharp knife is used to sever the jugular vein in the throat / one cut is used / the name of Allah is invoked as the animal is killed – seen as a sacrifice and that Muslims are killing for food with Allah’s permission / animal hung so that the blood is drained out through the throat so that the meat does not have blood in it.

Halal preparation **Why** – Follows the teachings in the Qur’an, only killing certain animals / the principle of kindness to the animal must be considered / least pain / animal should not die in terror / compassion should be used / blood is seen as unclean and not consumed.

Maximum Level 3 for reference to only how or why.

A balance of how and why is not required for Level 4.

[4 marks] AO1

(a)(ii) 'What Muslims believe is far more important than the food law they follow.'

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 beliefs are more important than food laws

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, with slight development of one. 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

Beliefs are essential to Islam / references to tawhid, risalah, akhirah, shahadah or Five Pillars in general / without beliefs there is no Islamic faith / it is from beliefs that actions follow so must be more important / if there is no belief then no food laws would be followed etc.

Other views

Following food laws are an essential part of being a Muslim / doing what the Qur'an instructs is just as important as any other belief / food laws are actually a belief / important because there are punishment under Shari'ah Law for not following them e.g. improper use of alcohol / food laws are just as much a part of being a Muslim as anything else / following food laws is a symbol of commitment to other beliefs etc.

[6 marks] AO2

(b) Explain Muslim attitudes to alcohol.

Target: Knowledge and understanding of Muslim attitudes to alcohol

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Alcohol is haram / it is the work of the devil / according to Muhammad it is worse than murder and adultery / cannot pray under the influence of alcohol / cannot enter a mosque / separates man from Allah / cannot pray for forty days / cannot enter paradise under the influence of alcohol / leads to many social problems.

[4 marks] AO1

(c) Explain what Islam teaches about modesty.**Target: Knowledge and understanding of modesty in Islam**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

‘Modesty and faith are joined together; if either of them is lost, the other goes too.’ Surah 22 / all talents are gifts from Allah so never to show off / Muslims should be humble and be embarrassed by praise / they should give of themselves humbly and seek no return but be happy that Allah is pleased / in respect of dress they should cover their bodies in a modest way which may involve hijab or purdah / chastity and purity in sexual conduct / bodies should not be used to flaunt or to tempt.

[4 marks] AO1

(d) 'Having respect for one another is the best way to be a good Muslim.'

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 or not having respect for each other is the best way to be a good Muslim

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, with slight development of one. 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**

Shows equality / respecting Allah's creation so this shows respect for Allah / respect allows fair treatment / reinforces the belief in ummah and is a natural consequence of it / respect means you follow Muslim laws / respect means you are considerate and compassionate to others / respect allows the Muslim community and family to function / showing respect makes others think that Muslims are good / respect in the mosque or through prayer gives Muslims benefits from Allah etc.

Other views

Depends what is interpreted as a good Muslim / respect on its own is not enough to be a good Muslim / a good Muslim has to follow the Five Pillars primarily / beliefs make a good Muslim / fasting, giving to charity, learning the Qur'an can be said to meet the criteria for good Muslim / debate over whether it is the best way or one of the ways / you can respect others without following the tenets or believing everything the religion says 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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

B6 Beliefs and Sources of Authority**(a)(i) Explain the Muslim belief about risalah.****Target: Knowledge and understanding of the Muslim belief about risalah**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Channel of communication between God and humanity / part of the shahadah / linked as a key belief with tawhid and akhirah / it is Allah's duty to reveal His will to us / gives mankind a code of conduct to live by / comes in the form of messengers or prophets, books like the Qur'an and angels like Angel Jibril / these provide revelations from Allah / the purpose is to enable Muslims to follow a true path in order to return to Allah on the Day of Judgement.

[4 marks] AO1

(a)(ii) 'For Muslims, following the example of Muhammad is more important than following the teachings of the Qur'an.'

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 following Muhammad's example (Sunnah) is more important than following the teachings of the Qur'an

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, with slight development of one. 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

Muhammad received the Qur'an and made sense of it for the community; otherwise it would have remained unintelligible / Muhammad's hadiths are often used for guidance more than the Qur'an because they are easier to understand / an individual who had a life that Muslims could follow / Muhammad began the Muslim community and set up the Five Pillars and a book alone could not do this etc.

Other views

Nothing is more important than the word of Allah / direct word of Allah so cannot be changed / no human error / ultimate book of guidance / lasts forever whereas Muhammad not here now / many copies so can easily be referred to personally and in congregation / it was the Qur'anic revelations that gave Muhammad his status / Muhammad is the exemplification of the Qur'anic commands, so both are of equal importance because the one needs the other etc.

[6 marks] AO2

(b) Describe the events of the Hijrah.

Target: Knowledge of the events of the Hijrah

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Journey from Makkah to Madinah / plot to kill Muhammad in Makkah / tradition suggests each tribal leader was to stab him so that no individual could be blamed / Ali heard about the plot and stayed as a decoy, sleeping in Muhammad's bed / Muhammad left with his followers / hid in a cave on Mt Thaur / his followers went on ahead again as a decoy / bird's nest and spider's web untouched over the cave / safe arrival in Madinah where he and his followers were welcomed.

[4 marks] AO1

(c) Explain the importance of Muhammad’s work in Madinah (Medina).**Target: Knowledge and understanding of the importance of Muhammad’s work in Madinah**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Muhammad welcomed as honoured and a respected leader / this enabled him to work the next ten years to unite the tribes under the rule of Allah, seeing a community devoted to Allah / provided a written constitution with rights and duties / so that the community could live in peace / the first mosque was built / prayer times introduced / money collected for the poor / and fasting / this was in fact the establishment of the first Muslim community / Jewish people given freedom to worship / this was a model that Muhammad used in Makkah and he was able to do this because of the success in Madinah.

[4 marks] AO1

(d) 'Sunni and Shi'ah Muslims should unite together.'

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 it Sunni and Shi'ah Muslims were united

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, with slight development of one. 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**

Any religion is stronger if united / the Muslim world would be a much stronger force / the core beliefs are the same so it wouldn't be that difficult / it would stop fighting and killing that has gone on between the groups since the death of Muhammad / reference might be made to the troubles in places like Iraq today / one Qur'an so there should be one Islam / Prophet Muhammad set up one religion not two so it would be following his teaching better / many modern Muslims think that differences can be talked through so seeing the possibility of proper united Muslim State countries / the split was caused more for political purposes and religion should overcome them to show Allah is more important etc.

Other views

Too simplistic to say Sunni and Shi'ah because they both have sub sects so division would still exist / leaves out groups like the Sufis / fundamental differences in terms of authority that cannot be changed or compromised so trying to unite the groups would create more problems / the split has been too long in existence to come together as one / the larger group (Sunni) would take control of the smaller group (Shi'ah) so this would cause friction 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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>