

# GCSE

# RELIGIOUS STUDIES A

Unit 9/405009 Islam: Ethics

Mark scheme

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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](http://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.

<b>High performance</b>	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>
<b>Intermediate performance</b>	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>
<b>Threshold performance</b>	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>
<b>Below Threshold</b>	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 Relationships and Lifestyle.**

**(a) ‘Muslims should not smoke tobacco.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of Muslim attitudes to smoking tobacco**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	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:**

Smoking tobacco is harmful / Qur’an 2:195 is taken to command Muslims not to harm themselves / it wastes money, the Qur’an forbids this / it harms others, which is forbidden / some scholars have forbidden smoking tobacco etc.

Neither Qur’an nor Hadith mention tobacco / some scholars say it is allowed but disapproved of rather than forbidden / some people believe that smoking tobacco helps them more than it harms them / may help with stress relief etc.

Two sided answers are creditable, but not required.

**[3 marks] AO2**

**(b) What is meant by usury?**

**Target: Understanding of term usury**

Riba. / Charging interest / excessive interest / lending money in order to make a profit.

1 mark for a superficial comment or a single point.

**[1 mark] AO1**

**(c) Explain Muslim attitudes to usury.****Target: Knowledge and understanding of Muslim attitudes to usury**

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

**Students may include some of the following points:**

Usury is forbidden in the Qur'an (3:130) / charging interest on loans is unjust / some Muslims only object to excessive interest / Muslims are encouraged to loan money responsibly to help the poor / charging interest on money is wrong because it makes the rich richer and the poor poorer / lending money should not be used to make money / acceptable as last resort.

**[3 marks] AO1**

**(d) 'All gambling is 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 gambling**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 told people not to gamble as it opens the door to the devil / there are teachings in the Qur'an forbidding gambling / 5:90 'Gambling is an abomination, of Satan's work' / gambling is seen as haram / money should be earned honestly / gambling can become addictive / gambling can destroy families / gambling is making money at other people's expense / gambling can lead people away from Islam / gambling is punished by flogging in some Muslim countries / gambling is the 14<sup>th</sup> greatest sin in Shi'a Islam, etc.

**Other views**

Plenty of people spend a small amount on the lottery and it does them no harm / people should be free to spend their money as they want / gambling is a form of entertainment for some / small amounts spent on gambling don't necessarily lead to serious gambling / money raised by the lottery funds good causes which help people / one verse in the Qur'an can be taken to permit gambling while warning of its dangers / 2:219: 'in (gambling) is great sin but some profit, but the sin is greater than the profit' etc.

**[6 marks] AO2**

**A2 Conflict and Suffering**

**(a) Explain what Islam teaches about justice.**

**Target: Understanding Islamic teaching about justice**

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

**Students may include some of the following points:**

Muslims are commanded to be just in the Qur'an (5:8) / God is The Just / Muslims should try to realise this quality of God in their lives / to treat people justly is to treat them fairly / even enemies should be treated justly / if everyone keeps the Shari'ah law then everyone will be treated fairly / justice requires that people receive the punishments they deserve / Justice is required for the establishment of peace and security / Muslims are expected to unite against injustice, etc.

**[3 marks] AO1**

**(b) Explain the purpose of greater jihad.****Target: Understanding concept of greater jihad**

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

**Students may include some of the following points:**

To overcome personal weaknesses which make it difficult to follow God's way / daily struggle to be a good Muslim / to follow God's path in everything one does / to bring the person closer to God / to resist temptation / to overcome greed, hatred and pride / to be able to carry out the five pillars / to have a good character / to purify oneself by giving up smoking, drugs or alcohol / to memorise the Qur'an, etc.

**[3 marks] AO1****(c) Explain how Muslims may protest against something without using violence.****Target: Knowledge of methods of non-violent protest**

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

**Students may include some of the following points:**

Writing letters to newspapers to express their views and objections / creating or signing petitions / e-petitions / seeing their MPs or other representatives / taking part in peaceful demonstrations / strikes / designing, printing and distributing posters and handouts / sit-ins / not buying goods from a shop or country, etc. / negotiations / meetings.

NB: Credit examples as development.

**[3 marks] AO1**

(d) **‘Muslims should never take part in violent protests.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of Muslim attitudes to violent protest**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	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:**

Islam is committed to peace / the use of force is allowed only in self-defence e.g. 2:190 ‘Do not commit aggression’ or 22:39 ‘permission to fight is given to those against whom war is made’ / violence leads to more violence / violence sets a bad example to others / leads to misunderstandings about Islam etc.

The Qur’an allows the use of force in some circumstances: 22:39 / some take 2:193 literally as a duty to ‘fight on...until there is no more oppression and all worship is devoted to God’ / Muhammad used force when appropriate e.g. Battle of Badr / some evils are so serious that violent protest may be justified / all other ways may have failed, so violent protest is used as the last resort / the protest may be a form of self-defence or defence of Islam etc.

Two sided answers are creditable, but not required.

**[3 marks] AO2**

**A3 Wealth and Poverty****(a) Explain what is meant by sadaqah.****Target: Understanding of sadaqah**

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

**Students may include some of the following points:**

Giving of money / giving of time or talents to good causes / voluntary but highly recommended / can be given to Muslim or non-Muslim organisations, individuals or families / projects receiving money or help must be acceptable to Islam, etc.

**[3 marks] AO1**

**(b) Describe the work of Muslim Aid.****Target: Knowledge of the work of Muslim Aid**

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

**Students may include some of the following points:**

Responds to emergencies such as natural disasters, wars, famine by providing food medical supplies etc. / e.g. provided a 20 bed field hospital for flood victims in Pakistan in 2010 / strategic programmes for poverty eradication / education / skills training / provision of clean water / healthcare / income generation projects / tackling root causes of poverty / work with local community and partner organisations / raises awareness throughout UK, e.g. through web site, newsletters, etc.

**[4 marks] AO1**

(c) 'Rich people do not have to care for the poor.'

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 wealth and caring for the poor

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. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	<b>Level 4 Guidance</b> 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.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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.	<b>Level 6 Guidance</b> 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**

They may deserve the reward of their own hard work / if they have paid their taxes and/or zakah they have paid what they owe to the community and to God / the poor should be encouraged to help themselves, caring for them only makes them dependent or lazy etc.

**Other Views**

Riches are held in trust for God to be used as He requires / along with wealth comes responsibility / rich people should share what God has given them / charity is encouraged in Islam / hoarding wealth rather than spending it in the way of God is condemned in the Qur'an (Qur'an 9:34) / money should not be wasted (Qur'an 7:37) / 'The generous man is near God' (hadith) / those who feed themselves while leaving their neighbour starving are not true believers (hadith) etc.

**[6 marks] AO2**

**A4 Life and Death**

- (a) Explain briefly what is meant by somatic cell therapy.**

**Target: Understanding of somatic cell therapy**

**Students may include some of the following points:**

New genetic material is put into a cell / either within / outside of the body / replaces missing DNA / corrects faulty DNA / body accepts new genetic material.

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

**[2 marks] AO1**

- (b) Explain briefly why some Muslims approve of somatic cell therapy.**

**Target: Understanding of Muslim attitudes to somatic cell therapy**

**Students may include some of the following points:**

Muslims should show compassion / compassion is one of the qualities of God / saves lives / 'If anyone saved a life it would be as if he saved the life of the whole people' (Qur'an 5:32) / prevents unnecessary suffering / use of God-given intelligence in the service of God.

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) 'Women should be able to have artificial insemination if they want it.'**

**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 artificial insemination**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

Not referred to, so not forbidden, in Qur'an or hadith / it is the right and duty of married couples to have children if possible / artificial insemination by husband would be part of the marriage relationship / God has given human beings intelligence to use in his work / having a family is an important part of a person's duty to God / the inability to have children can badly affect the couple / artificial insemination will make the couple happy and fulfilled etc.

**Other views**

This is interfering in God's work / God decides who should and should not have children / AID and AIH involve masturbation to produce the semen, some Muslims believe this is forbidden / AID has been compared to adultery since a man other than the husband is involved / possibility of homosexual couples having children considered by some to be bad for the child / possibility of children being upset when they discover how they were conceived / too expensive, money is better spent on other treatments etc.

**[6 marks] AO2**

**PART B****B5 The Environment****(a) Explain the causes of pollution.****Target: Understanding causes of pollution**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following points:**

Natural causes such as volcanoes and bush fires which release polluting gases and ash into the atmosphere / clearing forests by burning trees / deforestation which destroys the balance of the earth / run-off from fields polluting streams and rivers / using fossil fuels so releasing CO<sub>2</sub> and other greenhouse gases / litter, messing up the environment / consumer and disposable culture: making things we do not need and will dispose of as soon as they are 'out of date', this increases pollution during the manufacturing process / and creates waste that may go to landfill / failing to recycle / industry / power generation / transport – e.g. cars and planes / accident (e.g. nuclear) / war / lack of respect for environment / discharge from ships, etc.

**[6 marks] AO1**

**(b) Describe national and international responses to conservation issues.****Target: Knowledge of national and international responses to conservation issues**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following points:**

**National:** Recycling organised by local government / campaigns against excess packaging / banning of free plastics bags at supermarkets in Wales / reduction in carbon emissions / campaigns against waste / encouraging public to reduce the numbers of cars on the roads, etc.

**International:** Earth Summits / WWF for nature / conservation projects aimed at specific species or places / Islamic Foundation for Ecology and Environmental Sciences / green hajj / ARC (Alliance of Religions and Conservation) meetings – e.g. Nairobi 2012, etc.

**[6 marks] AO1**

(c) ‘God looks after the world, so we don’t have to.’

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 need for people to look after the world

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

The world belongs to God / 'To God belongs the heaven and the earth' (Qur'an) / it is God's responsibility / Qur'an 11:6 God is the provider for all creatures on earth / God is all powerful and in control of everything / only God can look after the world – we do not have the power to do so / it does not matter if we damage the world because God will put it right / the world is ours, we can do with it what we like etc.

**Other views**

Human beings are stewards of God (khalifah) / they have been given responsibility for caring for the world on God's behalf / this is stated in the Qur'an (6:165) 'It is He who has made you His agents' / and in the hadith: 'The earth is green and beautiful and Allah has appointed you his stewards over it' / they are answerable to God for how they carry out this duty / there is no God, so there is no one to look after the world except us / natural disasters show that God does not look after the world, so we must etc.

**[6 marks] AO2**

**(d) 'Animals should never be harmed.'**

**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 harming animals**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 is based on justice and compassion which must be shown to animals / God has commanded kindness to animals / 'He who is kind to an animal is kind to himself' (hadith) / 'There is reward for doing good to every living being'(hadith) / animals have rights / they feel pain / animals are a gift from God and must be respected / hunting animals for sport is forbidden / 'if someone kills a sparrow for sport it will cry out on the Day of Judgement – they killed me for no good purpose' (hadith) etc.

**Other views**

God allows animals to be killed for food as long as they are slaughtered correctly / animals may be used in experiments as long as these are necessary and benefit humanity or other animals / animals may only be killed for a good purpose (hadith) / killing animals to protect people is allowed, e.g. killing mosquitoes is allowed in order to prevent malaria, because humans are more important than animals / God provided animals for humans to ride and eat as well as for other uses Qur'an 40:79-80 etc.

**[6 marks] AO2****B5 Spelling, punctuation and grammar**

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

<b>High performance</b>	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>
<b>Intermediate performance</b>	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>
<b>Threshold performance</b>	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>
<b>Below Threshold</b>	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 Crime and Punishment****(a) Explain why some people commit crimes.****Target: Understanding of causes of crime**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following points:**

Evil causes people to commit crime / hatred / greed / injustice (e.g. an unfair law) / poverty / racism / jealousy / mental illness / drug or alcohol addiction / upbringing / peer pressure / boredom / ignorance (i.e. having no correct understanding of right and wrong) / feeling that they will get away with it, etc.

**[6 marks] AO1**



**(b) ‘Criminals should be helped, not punished.’**

**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 helping and punishing criminals**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

Justice demands that criminals are fairly treated and not punished if they are not responsible for their crimes / Muslims are commanded to forgive / Qur'an 41:34 – evil should be overcome with good / helping criminals, for example to come off drugs, may prevent them from re-offending / reformation is more important than punishment etc.

**Other views**

Some crimes must be punished according to Islam / e.g. adultery (Quran 24:2) and theft (Qur'an 5:38) / it is important to protect society by removing the offender / justice demands that people pay for their crimes / retribution is strongly emphasised in Islam / punishment is an effective deterrent, but 'helping' criminals is not / the value of life is upheld by punishing those who take life etc.

**[6 marks] AO2**

**(c) 'It is wrong to use corporal punishment.'**

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

**Target: Evaluation of Muslim attitudes to the use of corporal punishment**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

In the UK, it is illegal for a parent to smack a child hard enough to leave a mark / it is illegal for people other than parents to smack children / smacking can be considered physical abuse / the punishment may make people more violent / it may lead to violence being seen as acceptable / there are alternative non-violent means of punishment that are equally effective / Imam Ali said only animals cannot be corrected without beatings / corporal punishment should always be a last resort etc.

**Other views**

Corporal punishment is permitted in the Qur'an / e.g. proven adulterers may be flogged 24:2 'The woman and man found guilty of adultery...flog each of them with 100 stripes' / punishment for theft is for hands to be marked or amputated depending on interpretation of 5:38 'cut (off) his or her hands' / it is allowed by God as a deterrent / a hadith permits children to be beaten / Qur'an 4:34 appears to permit men to beat their wives for disobedience etc.

**[6 marks] AO2**

(d) Describe the teaching of Islam about the final judgement before Allah.

**Target: Understanding of the Qur'an's teaching on the final judgement before Allah**

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"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following points:**

The final judgement will come at a time known only to God / God is the one true Judge / God will raise the dead and the dead will be judged with the living / everyone will be judged / God knows everything people have done or thought and will judge them for that / the book which records the person's deeds will be placed in their hands / the right hand of those going to the garden (heaven) and the left hand of those going to hell / they must read from their book, facing up to the things they have done / actions will be weighed in the scales to show if the good actions outweigh the bad / everyone will get the reward or punishment that they deserve / according to a hadith, the first thing to be judged will be how people performed prayer, etc.

NB: Allow credit for barzakh and life in the grave.

**[6 marks] AO1**

**B6 Spelling, punctuation and grammar**

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

<b>High performance</b>	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>
<b>Intermediate performance</b>	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>
<b>Threshold performance</b>	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>
<b>Below Threshold</b>	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>