

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405008)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 8 ISLAM

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5 or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

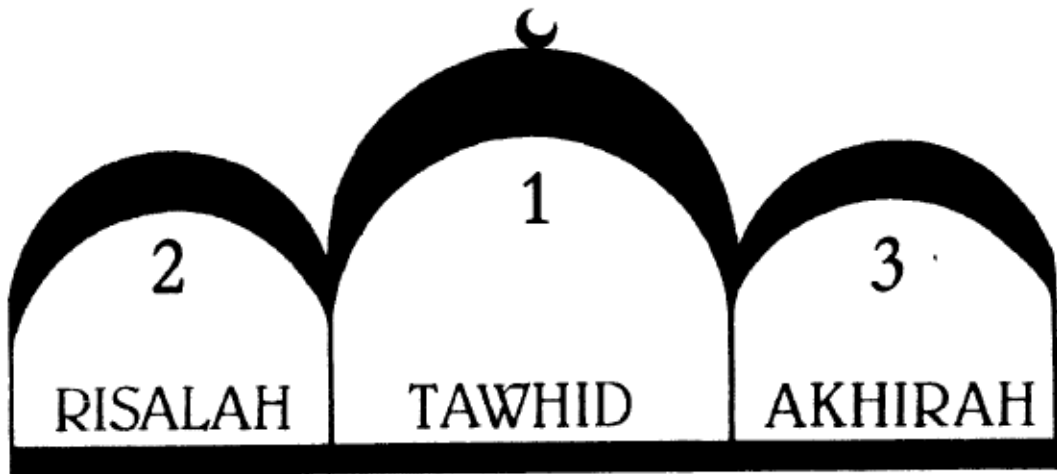
- The maximum mark for this paper is 76.
- Four of these marks are for Spelling Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 Beliefs and Sources of Authority

Look at the drawing below.



- (a) Explain what Muslims understand by the **three** beliefs of:

Tawhid

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Risalah

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Akhirah

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(6 marks)

(b) Explain the importance of the Hadith to Muslims.

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(4 marks)

(c) 'For Muslims, beliefs are more important than practices.'

What is your opinion? Explain your answer.

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(3 marks)

Turn over ►

A2 The Mosque

Look at the photograph below.



- (a) Explain briefly the main purposes of a mosque.

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(3 marks)

(b) Describe the role of the imam in the mosque.

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(4 marks)

(c) 'It is impossible to be a Muslim without attending the mosque.'

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

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(6 marks)

Turn over ►

A3 Personal Lifestyle

Look at the photograph below.



- (a) 'Rules about food have nothing to do with Islam.'

What is your opinion? Explain your answer.

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(3 marks)

A4 Family Life

Look at the photograph below.



(a) Explain Muslim teaching about polygamy.

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(4 marks)

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
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**RELIGIOUS STUDIES (SPECIFICATION A) (405008)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 8 ISLAM

INSERT

M/Jun/INSERT TO Unit 8

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 The Five Pillars and Festivals

- (a) Explain why Muslims pay zakah. *(4 marks)*
- (b) (i) Describe **two** ways in which Muslims celebrate Eid ul Fitr. *(4 marks)*
- (b) (ii) 'Festivals are just for families to have a good time; they have no religious importance.'

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.

(6 marks)

- (c) Explain why Muslims take part in the Hajj. *(4 marks)*
- (d) 'Sawm (fasting) is less important than the other four Pillars of Islam.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

SPaG *4 marks*

TOTAL MARKS FOR THIS QUESTION: *(28 marks)*

Turn over for Question B6

OR

B6 Justice and Equality

(a) Explain, using examples, the difference between prejudice and discrimination. *(4 marks)*

(b) Explain two difficulties Muslims may face in practising their religion in Britain. *(4 marks)*

(c) 'Living in a multi-faith community has more advantages than disadvantages.'

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. *(6 marks)*

(d) (i) Explain Muslim teaching on the status of women. *(4 marks)*

(d) (ii) 'Women should be allowed to worship together with men.'

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. *(6 marks)*

SPaG *4 marks*

TOTAL MARKS FOR THIS QUESTION: *(28 marks)*

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 8 Islam

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to candidates, 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 candidate 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, candidates' 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 candidates 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 candidates' 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 candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 candidates 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 candidate 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.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

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	Candidates 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	Candidates 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	Candidates 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>

Candidates will be given credit for reference to diversity in belief and practice within Buddhism.

PART A

A1 Beliefs and Sources of Authority

- (a) Explain what Muslims understand by the three beliefs of: Tawhid, Risalah, Akhirah.**

Target: Knowledge and understanding of key beliefs in Islam

Tawhid

One mark for Oneness / unity of Allah.

One mark for development, e.g. nothing to rival him, nothing like him.

Risalah

One mark for prophethood / channel of communication.

One mark for development, e.g. way in which God and humanity communicate.

Akhirah

One mark for life after death.

One mark for development, e.g. eternal, death not the end of existence.

(6 marks) AO1

- (b) Explain the importance of the Hadith to Muslims.**

Target: Knowledge and understanding of the Hadith

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Hadith reports what Muhammad said, did or approved / guidance on beliefs, worship, conduct / more practical aspects of life / honoured and respected / practical wisdom / authority traced back to the prophet himself.

(4 marks) AO1

(c) **‘For Muslims, beliefs are more important than practices.’**

What is your opinion? Explain your answer.

Target: Evaluation of the importance of beliefs and practices

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

Candidates may include some of the following points:

Beliefs should govern actions / beliefs are central to life / actions are responses to beliefs / sometimes unable to follow practices, but still strong beliefs, etc.

People are respected / judged by their actions / practices show religion in action / belief is useless unless it affects behaviour / contribution to life, effect on other people is important / belief on its own will not affect quality of life, etc.

(3 marks) AO2

A2 The Mosque

(a) **Explain briefly the main purposes of a mosque.**

Target: Knowledge and understanding of the mosque

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Educational / worship / law courts / social meeting place / functions-marriage, birth and burial celebrations / lectures / reading room.

(3 marks) AO1

(b) Describe the role of the imam in the mosque.

Target: Knowledge and understanding of the role of the Imam

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Leads prayers / Friday sermon / religious teacher / religious ceremonies / gives advice / guidance / expert on Qur'an – interprets it.

(4 marks)

AO1

(c) 'It is impossible to be a Muslim without attending the mosque.'

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

Target: Evaluation of the importance of going to the mosque

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Assists worship – spiritual place, calm / can accommodate the community – Ummah / visits regularly promote self-discipline / provides education, practice in the faith / a reminder of God in the community, etc.

Other views

Not as important as beliefs / some cannot attend mosques – still good Muslims / place of prostration does not need to be a mosque – any clean place / comparison with other pillars which may be equally or more important, e.g. shahadah, etc.

(6 marks)

AO2

A3 Personal Lifestyle**(a) 'Rules about food have nothing to do with Islam.'****What is your opinion? Explain your answer.****Target: To evaluate the importance of dietary issues in relation to religious faith**

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

Candidates may include some of the following points:

Food laws are traditional / part of culture, not religion / may have more to do with health and safety / difficulty of obtaining halal food / religion is not determined by food laws, etc.

Beliefs govern actions / halal is part of a set of beliefs / food laws are symbolic / show identity and belonging / part of the discipline which enables Muslims to follow their faith / respect for animals – created by God, etc.

(3 marks) AO2**(b) Explain briefly the importance of the Ummah for Muslims.****Target: Knowledge and understanding of Ummah**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

The strength of Ummah / all one family / all belong to God and are equal / no barriers / love and kinship between all people / respect for others / brotherhood / responsibility for each other, etc.

(3 marks) AO1

(c) 'Modesty in dress is an important part of being a 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 Muslim attitudes to dress

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Modesty in dress protects people / it does not lead to temptation / it promotes chastity and prevents lust / it enables others not to sin / it preserves privacy / people learn to judge personality not looks / only the family should see beauty

Other views

Keeping the five pillars is much more important / dress is an outward appearance / God judges the person / how one acts is more important than the clothes one wears.

(6 marks)

AO2

A4 Family Life**(a) Explain Muslim teaching about polygamy.****Target: Knowledge and understanding of marriage in Islam**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Man's right to have more than one wife / Muhammad's example / reference to the Qur'an's teaching / woman's right to be a wife and mother / avoidance of immoral relationships / duty to look after all women / all wives have equal rights, etc.

(4 marks)**AO1**

(b) 'If everyone had an arranged marriage, there would be fewer divorces.'

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

Target: Evaluation of the practice of arranged marriages and divorce

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Centrality of the family unit / family as a learning and supportive environment / divorce rate for love matches high / role of family in marriage / parents would all support / interests matched / education level, etc. matched / love grows after marriage / same religious beliefs guaranteed.

Other views

Need to love the person / forced marriage often unhappy / in the west, because choice is common, people may feel deprived, alienated / may resent intrusion of another culture / marriages with close relatives may lead to difficulties / can still marry within a faith, etc.

(6 marks)

AO2

PART B**B5 The Five Pillars and Festivals****(a) Explain why Muslims pay zakah.****Target: Knowledge and understanding of zakah**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Commanded in the Qur'an / one of the Pillars / will of Allah / compulsory / purifying or cleansing of wealth / avoidance of greed / to help the needy, etc. / re-distribution of wealth / equality / Allah owns everything.

(4 marks)**AO1****(b)(i) Describe two ways in which Muslims celebrate Eid ul Fitr.****Target: Knowledge and understanding of Muslim festivals**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Happy festival at end of Ramadan / new moon / holiday / preparations – food, clothes, cards, home / Mosque visit / prayers / charity / visit to cemetery, etc.

Maximum of three marks if only one way is developed.

(4 marks)**AO1**

(b)(ii) ‘Festivals are just for families to have a good time; they have no religious importance.’

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 family life during festivals

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Main theme of celebration / family getting together for celebration / excuse for good meals, gifts, parties / holiday / religious background often forgotten.

Other views

Religious celebration of important events / a reminder to worshipping community of stories, origins / time for community to come together / reminder of faith and meaning behind stories / a special time set aside within a year / symbols used to remind people, etc.

(6 marks)

AO2

(c) Explain why Muslims take part in the Hajj.

Target: Knowledge and understanding of the Pillars

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Reminder of origins / reverence of holy places / in steps of the prophet / spiritual cleansing / equality / celebrate Ummah / linking with the past / state of holiness / break from usual lifestyle / all together in sacrifice to Allah with other Muslims throughout the world.

(4 marks)

AO1

(d) 'Sawm (fasting) is less important than the other four Pillars of Islam.'

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

Target: Evaluation of the importance of Sawm as a Pillar of Islam

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Discussion of any of the other pillars as more important and relevant reasons for opinions given, e.g. being more central – referring to beliefs – all other duties stem from this one / fasting with self / all others could be seen as affecting others more, etc.

Other views

All are equally important / self discipline in a faith is important / without it other duties might not be carried out / time to remember God is crucial, etc.

(6 marks)

AO2

B5 Spelling, punctuation and grammar

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

High performance	Candidates 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	Candidates 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	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

B6 Justice and Equality

- (a) **Explain, using examples, the difference between prejudice and discrimination.**

Target: Knowledge and understanding of the terms prejudice and discrimination

Candidates may include some of the following points:

Prejudice – to judge or hold an opinion without facts or evidence, e.g. to believe that all those who belong to a religion will hold the same political views.

Discrimination – to act on the basis of prejudice – to do or say something as a result of prejudice, e.g. to refuse to appoint someone to a post because of the religion they belong to.

2 marks for a clear distinction made between prejudice and discrimination

1 mark for each accurate example of prejudice (1 mark) and discrimination (1 mark).

(4 marks) AO1

- (b) **Explain two difficulties Muslims may face in practising their religion in Britain.**

Target: Knowledge and understanding of Muslim life and practices

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Prayer times / fasting / food laws / Hajj / festivals / clothing / school / role of women / mosque.

Maximum of three marks if only one way is developed.

(4 marks) AO1

(c) 'Living in a multi-faith community has more advantages than disadvantages.'

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 life in a multi-faith community

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Diversity is exciting – stimulates discussion / knowledge and understanding of different faiths / promotes harmony in the community / first hand experience of the customs and rituals of others promotes tolerance / multi-faith schools present religious faith to increase understanding / promotion of peace through understanding, etc.

Other views

More difficult to keep strictly to the faith / temptations to move away, to choose a faith which is perhaps not understood fully or to be an atheist / easier for young people to be confused or led astray / difficulty in keeping some customs / misunderstandings can occur / problems of prejudice and discrimination, etc.

(6 marks) AO2

(d)(i) Explain Muslim teaching on the status of women.

Target: Understanding of Muslim teaching about the status of women

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Equality / different role to men / importance as a wife / importance as a mother / status of dress / respect / reference to specific rights of women – right to own property, to inherit, etc.

(4 marks) AO1

(d)(ii) 'Women should be allowed to worship together with men.'

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

Target: Evaluation of the role of women

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Equal importance of sexes / of equal spiritual worth / worshipping together develops Ummah / they are allowed to attend the mosque – stand behind the men / worship enhances education in the faith – important for women as for men / routine worship encourages sense of community, of belonging, etc.

Other views

Their presence might distract the men / practical issues – looking after the family / modesty of women – presence in the mosque would not assist / privacy – some would prefer to worship separately, etc.

(6 marks)

AO2

B6 Spelling, punctuation and grammar

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

High performance

Candidates 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.

(4 marks)

Intermediate performance

Candidates 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.

(2-3 marks)

Threshold performance

Candidates 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.

(1 mark)

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 8 Islam

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
1a	6		1 – Beliefs and Sources of Authority	6
1b	4		1 – Beliefs and Sources of Authority	4
1c		3	1 – Beliefs and Sources of Authority	3
2a	3		3 – Worship	3
2b	4		3 – Worship	4
2c		6	3 – Worship	6
3a		3	4 – Personal Lifestyle	3
3b	3		4 – Personal Lifestyle	3
3c		6	4 – Personal Lifestyle	6
4a	4		5 – Family Life	4
4b		6	5 – Family Life	6
Either				
5a	4		2 – The Five Pillars	4
5bi	4		3 – Festivals	4
5bii		6	3 – Festivals	6
5c	4		2 – The Five Pillars	4
5d		6	2 – The Five Pillars	6
Or				
6a	4		6 – Justice and Equality	4
6b	4		6 – Justice and Equality	4
6c		6	6 – Justice and Equality	6
6di	4		6 – Justice and Equality	4
6ii		6	6 – Justice and Equality	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Part A	Part B	Totals
AO1	24	12	36
AO2	24	12	36
Total	48	24	72

Mark Allocation: Specification Section

Specification Section	Part A	Part B	Totals
1 Beliefs and Sources of Authority	4	0	4
2 Worship	18	0	18
3 Personal Lifestyle	12	0	12
4 Family Life	14	0	14
5 The Five Pillars	0	24*	24*
6. Justice and Equality	0	24*	24*
SPaG	0	4	4
Total	48	28	76

*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.