

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405009)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 9 ISLAM: ETHICS

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 Lifestyle

- (a) Give **two** reasons why some Muslims do **not** drink alcohol.

1.....
.....
2.....
.....

(2 marks)

- (b) 'No Muslim should take drugs.'

What do you think? Explain your opinion.

.....
.....
.....
.....
.....
.....
.....
.....

(3 marks)

(c) Explain Muslim attitudes to gambling.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

(d) 'All Muslim children should be educated in Islamic schools.'

What do you think? Explain your opinion.

.....

.....

.....

.....

.....

.....

.....

.....

(3 marks)

Turn over ►

A2 The Environment

Look at the photograph below of Muslim women repairing sand dunes.



(a) Explain **two** ways in which humans contribute to pollution.

1.....
.....
.....
.....
.....

2.....
.....
.....
.....
.....

(4 marks)

(b) What is khilafah (stewardship)?

.....
.....
.....
.....

(2 marks)

(c) 'It is acceptable to experiment on animals.'

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)

Turn over ▶

A3 Wealth and Poverty

Look at the Muslim Aid logo below.



(a) Give **two** causes of poverty.

1.....
.....
2.....
.....

(2 marks)

(b) Describe the work of Muslim Aid.

.....
.....
.....
.....
.....
.....
.....
.....
.....

(4 marks)

A4 Crime and Punishment

(a) Give **two** aims of punishment.

1.....
.....
2.....
.....

(2 marks)

(b) Explain Muslim teaching on forgiveness.

.....
.....
.....
.....
.....
.....
.....
.....
.....

(4 marks)

(c) 'Corporal punishment stops people committing crime.'

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)

Turn over ▶

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405009)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 9 ISLAM: ETHICS

INSERT

M/Jun/INSERT TO Unit 9

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 Conflict and Suffering

B5 (a) What is disarmament? (2 marks)

B5 (b) 'Muslims should not support a government which has nuclear weapons.'

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

B5 (c) (i) Describe Muslim beliefs about jihad. Refer to greater and lesser jihad in your answer. (6 marks)

B5 (c) (ii) Explain Muslim teaching on reconciliation. (4 marks)

B5 (d) 'To fight in a war is always wrong.'

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

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

OR

B6 Life and Death

B6 (a) (i) Explain what is meant by the 'sanctity of life'. (2 marks)

B6 (a) (ii) 'A Muslim would never agree to have an abortion.'

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

B6 (b) Explain Muslim attitudes to contraception. (4 marks)

B6 (c) Describe Muslim beliefs about resurrection. (6 marks)

B6 (d) 'Prolonging someone's life with medical treatment is always the right thing to do.'

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

ACKNOWLEDGEMENT OF COPYRIGHT HOLDERS AND PUBLISHERS

Permission to reproduce all copyright material has been applied for. In some cases efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Question A2 Source © Clive Shirley / Panos Pictures

Question A3 Source © Muslim Aid



General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 9 Islam: Ethics

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

Copyright © 2012 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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>

PART A

A1 Lifestyle

- (a) Give two reasons why some Muslims do not drink alcohol.

Target: Understanding of Muslim attitudes to alcohol

Candidates may include some of the following points:

Muslim law – do not drink alcohol – it opens the door to the devil / leads to lack of self-discipline / loss of control – does not show respect to God / Hadith ‘alcohol is not a medicine but a disease.’ / powerful, addictive drug / need to have a clear mind for prayer.

1 mark for each reason.

(2 marks) AO1

- (b) ‘No Muslim should take drugs.’

What do you think? Explain your opinion.

Target: Evaluation of Muslim attitudes to taking drugs

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:

Drugs are ‘khamr’ – intoxicant, poison / forbidden in the Qur’an / disturbs the mind and temperament / excites sexual desire / leads to promiscuity / damages family life / cause harmful behaviour / neglect, cruelty / fantasy experiences are dangerous – good feelings are artificial, not real / all against the spirit of Islam – Allah owns people’s bodies / however, Muslims would take legal drugs (as medicine) if there was no alternative, and the medicine would restore their health – principle of promoting welfare.

(3 marks) AO1

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

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:

Muslim law says – do not gamble – opens the door to the devil / leads people away from remembering God and from prayer / need self-discipline – out of love for God / addiction leads to neglect of family, chance of character / the ‘get rich quick’, ‘something for nothing’ mentality is against the spirit of Islam / ‘Humans shall have nothing but what they have struggled for’ (Surah 53:39).

(4 marks) AO1**(d) ‘All Muslim children should be educated in Islamic schools.’****What do you think? Explain your opinion.****Target: Evaluation of Muslim attitudes to education**

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:

This could be argued from the point of view of Muslims attending the madrassah – in addition to a state school, or attending an Islamic school full time as opposed to a state school / advantages would include – better understanding of the faith / ability to read the Qur’an / knowledge and understanding of Muslim culture, way of life, principles.

Could achieve understanding of the Muslim way of life from attending mosque and madrasah – other believers manage with no faith-input at a state school / better knowledge and understanding of the culture and beliefs of others in the society if a state school is attended / more opportunity to make friends with those of other faiths.

(3 marks) AO2

A2 The Environment

- (a) Explain two ways in which humans contribute to pollution.

Target: Understanding of human responsibility for pollution

Candidates may include some of the following points:

Carbon footprints / waste – landfill / chemical pollution of water, seas.

2 marks x2

1 mark for a superficial comment or a single point.

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

(4 marks)

AO1

- (b) What is khilafah (stewardship)?

Target: Understanding of stewardship

Candidates may include some of the following points:

Proper exercise of responsibility for something – often on behalf of someone else, e.g. Allah made the world and everything in it – humans are expected to look after it.

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) 'It is acceptable to experiment on animals.'

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 attitude of Muslims to the treatment of animals

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

The Qur'an teaches that animals have feelings / they serve humans as food / the stewardship of humans – are more important, but more responsible / treatment of animals must be humane / animals should be shown consideration / Muhammad taught about the welfare of animals.

Other views

Method of killing / life created by God / scientific experiments should not involve cruelty or pain / should be done only for important medical research / experiments should not be repeated unnecessarily / use of pain relief / not for self inflicted illness.

(6 marks)

AO2

A3 Wealth and Poverty

(a) Give two causes of poverty.

Target: Knowledge of the causes of poverty

Candidates may include some of the following points:

War / failure of harvests / drought / natural disasters / unemployment / lack of education.

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) Describe the work of Muslim Aid.

Target: Knowledge and Understanding of Muslim Aid

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:

Responds to emergencies such as natural disasters, wars, famine / strategic programmes for poverty eradication / education / skills training / provision of clear water / healthcare / income generation projects / tackling root causes of poverty / work with local community and partner organisations / creates awareness in UK through its web site, newsletters, etc.

(4 marks)

AO1

(c) 'Muslims should keep only the money they need to live.'

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

Target: Evaluation of Muslims attitudes to wealth

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

Sadaqah – may involve giving wealth / zakah – 2.5 percent to help the poor / trying to even up wealth – rich to poor / part of worship – giving to God's creation / important to resist temptation to accumulate wealth / material wealth not important.

Other views

First priority is to look after family / may be able to benefit others by sensible use of wealth / wealth is God given – not evil in itself / the use of wealth is more important than how much one has.

(6 marks)

AO2

A4 Crime and Punishment

- (a) Give two aims of punishment.**

Target: understanding of aims of punishment**Candidates may include some of the following points:**

Deterrence / protection / reformation / retribution.

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 Muslim teaching on forgiveness.**

Target: Knowledge and Understanding of Muslim teaching on forgiveness

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:

God will forgive sins / but people need to be repentant / belief in a merciful, compassionate God / even after death people will be allowed into paradise if they are truly repentant / but some things cannot be forgiven, e.g. believing in something other than God.

(4 marks)**AO1**

(c) 'Corporal punishment stops people committing crime.'

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 beliefs and attitudes to corporal punishment

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

Appropriate punishment is laid down by the Qur'an / people are aware of the law and know the consequences / it may prevent them reoffending.

Other views

Have to be careful that people are not innocent, because harm is often permanent / not giving another chance / not merciful / bearing grudges may be dangerous to society / if employment prospects are affected, further crime may be committed.

(6 marks)

AO2

PART B

B5 Conflict and Suffering

(a) What is disarmament?

Target: Knowledge of the term 'disarmament'

Candidates may include some of the following points:

The reduction of fighting capability / taking out of operation equipment / giving up arms / reducing weapons which are stockpiled, etc.

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) 'Muslims should not support a government which has nuclear weapons.'

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

Target: Evaluation of Muslim attitudes to nuclear weapons

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

Islam believes in peace / belief that governments should work for peace / not threaten other nations / the Qur'an believes in a just war with strict rules – nuclear war would not meet these criteria / would not approve if innocent civilians are in danger / reverence for the environment would rule out a nuclear war.

Other views

Islam does allow for deterrence / keeping nuclear weapons, provided they are not used would be a way of keeping the peace / right to protect people means that if some countries have these, others must keep up / responsibility to defend people.

(6 marks)

AO2

- (c)(i) Describe Muslim beliefs about jihad. Refer to greater and lesser jihad in your answer.**

Target: Knowledge and Understanding of Muslim beliefs about jihad

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.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Jihad – a struggle / struggle to resist the selfishness that is in everyone / doing right and good to follow Allah will bring peace in heart and mind / personal struggle against evil / can involve collective armed defence of Muslim community / to protect safety of community.

(6 marks)

AO1

(c)(ii) Explain Muslim teaching on reconciliation.**Target: Knowledge and Understanding of Muslim teaching on reconciliation**

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:

Quran – do not return evil for evil / all should be treated equally / revenge is wrong / forgiveness is important for the community / Surah 49.9: 'If two parties of believers take up arms ... make peace between them.' Surah 3.134: 'Paradise is for ... those who curb their anger and forgive their fellow men / Muslims want peace in their community / peace be unto you.

(4 marks)**AO1**

(d) 'To fight in a war is always wrong.'

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

Target: Evaluation of Muslim responses to fight in wars

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

Surah 49.9: 'If two parties of believers take up arms ... make peace between them.' / Surah 3.134: 'Paradise is for ... those who curb their anger and forgive their fellow men.' / Islam seeks peace within the community / in the daily prayers, peace is promoted: 'peace be unto you.' / the Qur'an says that it is wrong to return evil with evil, and everyone has the right to be treated fairly / Hadith – Muhammad said that it was important to treat the enemy humanely / the killing of children was forbidden / through the Qur'an, Allah is 'the one who gives safety and peace' / Muhammad: 'None of you 'truly' believe, until he wishes for his brothers what he wishes for himself.'

Other views

Need to protect families and communities / alright if in self-defence / sometimes may be needed to protect the faith / fight against injustice.

(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.

(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)

B6 Life and Death

(a)(i) Explain what is meant by the ‘sanctity of life’.

Target: Knowledge of the term ‘sanctity of life’

Candidates may include some of the following points:

Life is sacred / holy / of value to God / a gift from 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

(a)(ii) 'A Muslim would never agree to have an abortion.'

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

Target: Evaluation of Muslim attitudes to abortion

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

All life is sacred – gift of God / life must be protected / foetus has rights in the womb, e.g. inheritance / Surah 17.31: ‘You shall not kill your children for fear of want....To kill is a grievous sin.’ / Hadith: ‘No severer of womb relationship ties will ever enter paradise.’ / in the next life foetus will have the right to know why it was killed, etc.

Other views

Woman’s body / has to endure the problems associated with pregnancy / may not wish to have her life changed and responsibility of child / neglected child, e.g. father deserted / conceived through rape / views on ensoulment at 120 days means that early abortions not as sinful as later ones.

(6 marks) AO2

(b) Explain Muslim attitudes to contraception.

Target: Knowledge and understanding of Muslim attitudes to contraception

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:

Allowed for planning families / to ensure well-being of all children in family / and of mother / requires the wife’s consent / no contraception which would lead to abortion of a foetus, e.g. IUD / some Muslims against the practice – God has a plan for all / should not interfere with the will of God / God gives people resources to cope with anything which happens, including children.

(4 marks) AO1

(c) Describe Muslim beliefs about resurrection.

Target: Knowledge of Muslim beliefs about resurrection

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.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Resurrection of the body / on death in the grave until the Last Judgment / God will bring the world to an end / the dead will be raised with resurrected bodies / and meet with the living for a final judgement / people are responsible for their own actions / will be judged on them on death / if good deeds outweigh bad ones, then people will enter paradise / bad will go to hell for ever.

Day of Judgment / all who have ever lived will be judged.

(6 marks)

AO1

(d) 'Prolonging someone's life with medical treatment is the right thing to do.'

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 means of prolonging life

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

God gave man intelligence to use – prolonging God’s gift of life is a responsibility
 Muslims believe life is a test from God and so everything must be done to prolong life.
 / ‘No person can ever die except by Allah’s leave and at an appointed term.’ Qur’an
 3.145 / ‘Do not take life, which Allah made sacred, other than in the course of justice.’
 Qur’an 17.33.

Other views

Life is given by God / God’s right to take it / recently Muslim lawyers have agreed that
 life-support machines may be switched off when there are no signs of life.

(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.	<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>

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 9 Islam: Ethics

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
A1 a	2		Relationships and Lifestyle	2
A1b		3	Relationships and Lifestyle	2
A1c	4		Relationships and Lifestyle	6
A1d		3	Relationships and Lifestyle	
A2a	4		The Environment	4
A2b	2		The Environment	4
A2c		6	The Environment	6
A3a	2		Wealth and Poverty	2
A3b	4		Wealth and Poverty	6
A3c		6	Wealth and Poverty	4
A4a	2		Crime and Punishment	2
A4b	4		Crime and Punishment	3
A4c		6	Crime and Punishment	4
EITHER				
B5a	2		Conflict and Suffering	2
B5b		6	Conflict and Suffering	6
B5c (i)	6		Conflict and Suffering	6
B5c (ii)	4		Conflict and Suffering	4
B5d		6	Conflict and Suffering	6
OR				
B6a (i)	2		Life and Death	2
B6a (ii)		6	Life and Death	6
B6b	4		Life and Death	4
B6c	6		Life and Death	6
B6d		6	Life and Death	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Section/Part A	Section/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 Relationships and Lifestyles	4	0	4
2 The Environment	18	0	18
3 Wealth and Poverty	12	0	12
4 Crime and Punishment	14	0	14
5 Conflict and Suffering	0	24*	24*
6. Life and Death	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.