



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Religious Studies C

3063 (Full course): 3068 (Short course)

Paper 4

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Methods of marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. 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.
4. Indicate, by **ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication. Refer to the criteria given in the chart on page 4.
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. 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?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Assessment of quality of written communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

3 marks	The candidate 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.
2 marks	The candidate 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.
1 mark	The candidate 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.
0 mark	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional guidance to examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Levels of Response marking for evaluation questions

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 the **allocated to the level** it best fits.

The **assessed level** or 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.

Islam**Part A****A1****Muhammad**

- (a) *Where was Muhammad born?*

One mark for Makkah/Saudi Arabia/Arabia

(1 mark) AO1

- (b) *Describe the occasion when Muhammad was called to be a prophet of Allah.*

One mark allowed for each of the following areas: up to a maximum of three

- Cave/mountain
- Angel/Gabriel/Flaming scrolls
- Conversation/not able to read/hugging
- Recitation/Qur'an/message/revelation

(3 marks) AO1

- (c) *Why is the Hijrah important in Islam?*

One mark for Muhammad's journey from Makkah to Madinah
One mark for idea of new start/support/base/calendar

(2 marks) AO1/2

A2**Wealth and Poverty**

- (a) *Give two examples of those who should receive Zakah.*

Two marks for each of the following:

- The poor and
- The needy
- People in debt
- Students
- Needy travellers
- Prisoners of war/to set slaves free
- Orphans
- Kinsfolk
- Wayfarers
- Widows

(2 marks) AO1

- (b) *In what ways does Zakah purify wealth*

Zakah means to "purify".

One mark for overcoming greed and selfishness/wealth from Allah

One mark for idea of overcoming the division between rich and poor in society/sharing

(2 marks) AO2

A3

The Family

- (a) *In Islam, what is an arranged marriage?*

One mark for idea of parental involvement

(1 mark) AO1

- (b) *What is the Muslim attitude to divorce?*

Two marks for the fact that divorce is allowed but only as a last resort/detestable/to be avoided if possible/responsibility of family

(2 marks) AO1

- (c) *What does the Qur'an teach about the way Muslim should dress?*

One mark for the idea of modesty

(1 mark) AO1

Part B

B4 The Mosque

- (a) *What is the purpose of each feature (A to D)? A. Minaret, B. Dome, C. Minbar, D. Mihrab.*

- A. One mark for calling Muslims to prayer
 B. Distinctive shape/to amplify speaker's voice/keeps hall cool/universe idea
 C. Used as pulpit by speaker/Imam
 D. Direction of Makkah/prayer

(4 marks) AO1

- (b) *Explain the different uses of the mosque*

Level of Response

- 0** Nothing relevant or worthy of credit.
Level 1 A minimal application of knowledge and understanding.
Level 2 Some application of knowledge and understanding
Level 3 A clear application of knowledge and understanding.
Level 4 A clear application of knowledge and understanding with good development.

Candidates could refer to the three main uses of the mosque i.e. religious, social and educational.
 Levels 3 and 4 should demonstrate some development.

At least two uses for Level 3 and Level 4

(4 marks) AO2

- (c) *“You cannot be a true Muslim without going to the mosque.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Levels of Response

- 0** Unsupported opinion or no relevant evaluation
Level 1 Opinion supported by simple reason
Level 2 Opinion supported by one elaborated reason or two more simple reasons.
Level 3 Opinion supported by one well-developed reason or two elaborated reasons.
Level 4 Evidence of reasoned consideration of two different points of view.
Level 5 Evidence of reasoned consideration of two different points of view expressed coherently.

Possible answer could include:

- Spiritual v physical v practical
- Constant reminder of Allah in community
- Can become habitual
- Ummah idea
- Place of prostration can be any clean place
- Not as important as basic beliefs
- Comparison with other pillars

(5 marks) AO3

B5 Beliefs and Sources of Authority

- (a)
- Explain what Muslims understand by these three beliefs.*

Tawhid

One mark for Oneness/unity of Allah

One mark for development

Risalah

One mark for prophethood/channel of communication

One mark for development

Akhirah

One mark for Life after Death

One mark for development

(6 marks) AO1

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

Hadith as reports of what Muhammad said, did or approved.

One mark for importance as a source of reference.

One mark for development.

(2 marks) AO2

- (c)
- “Beliefs are more important than practices.” 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.*

*Levels of Response***0** Unsupported opinion or no relevant evaluation**Level 1** Opinion supported by simple reason.**Level 2** Opinion supported by one elaborated reason or two more simple reasons.**Level 3** Opinion supported by one well-developed reason or two elaborated reasons.**Level 4** Evidence of reasoned consideration of two different points of view.**Level 5** Evidence of reasoned consideration of two different points of view expressed coherently.

Possible answer could include:

- People are respected/judged by their actions
- Practices show religion in action
- Beliefs should govern actions
- Without beliefs there can be no actions
- Beliefs are central to religion

(5 marks) AO3

Part C

C6 The Pillars

(a) *Choose one of the following pillars:*

EITHER *salah*

OR *sawm*

OR *hajj*

Describe how Muslims practice the pillar you have chosen.

Levels of Response

Level 1	One or two correct facts	1-2 marks
Level 2	Three or four relevant facts	3-4 marks
Level 3	More detail or basic points developed	5-6 marks
Level 4	Good overall knowledge but lacking some points	7-8 marks
Level 5	Accurate detailed account including most of the main points	9-10 marks

Salah (Prayer)

Intention/place/direction/clothing/washing
(2 marks)/standing/kneeling/prostrating/speaking

Sawm (Fasting)

Ramadan/fasting/daylight hours/no sex/no smoking/no bad thoughts/doing good deeds/extra prayers/visits to mosque/reading Qur'an

Hajj (Pilgrimage)

Makkah/Ihram/Kaaba/running/Mount Arafat/stoning/sacrifice/re-circling/Zam Zam well/Madinah

(10 marks) AO1

(b) *Explain how the practices you have described in part (a) strengthen the Ummah.*

Marks to be awarded for understanding the strength of Ummah as seen through the chosen pillar.

Salah – set prayer times – unity of believers – standing together – facing central point – common prayer – unity – before Allah - support

Sawm – unity with poor – love for fellow men – sharing – rejoicing through hardship - support

Hajj – all pilgrims wearing the same – no distractions – linking with the past – state of holiness – break from usual lifestyle – all together in sacrifice to Allah with other Muslims throughout the world – at his service – rejecting evil

(5 marks) AO2

- (c) *“It is difficult to be a Muslim in a non-Muslim country.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Levels of Response

- 0** Unsupported opinion or no relevant evaluation
Level 1 Opinion supported by simple reason.
Level 2 Opinion supported by one elaborated reason or two more simple reasons.
Level 3 Opinion supported by one well-developed reason or two elaborated reasons.
Level 4 Evidence of reasoned consideration of two different points of view.
Level 5 Evidence of reasoned consideration of two different points of view expressed coherently.

Creditworthy ideas could include – difficulty practising the pillars – halal food – problems with colour/race – education – culture

However, Muslims would see most problems as challenges – life as a test from Allah – beliefs are worth following no matter how difficult

(5 marks) **AO3**

C7 **Matters of Life and Death****(a) Explain Muslim attitudes to abortion and euthanasia.***Levels of Response*

Level 1	One basic fact	1-2 marks
Level 2	One or two ideas with some understanding	3-4 marks
Level 3	More developed answer with reference to both abortion and euthanasia	5-6 marks
Level 4	Good understanding of Muslim attitude to abortion and euthanasia.	7-8 marks

Creditworthy areas should include:

Abortion

- Only allowed if mother's life is in danger and before ensoulment
- Lesser of two evils
- Protect the weak/child has done no wrong

Euthanasia

- Allah decides life span
- Suffering seen as a test
- Every soul is perfect
- No personal choice

(8 marks) AO2

(b) Explain how beliefs about Jihad may affect a Muslim's life.*Levels of Response*

0	Nothing relevant or worthy of credit.	
Level 1	A minimal application of knowledge and understanding.	1-2 marks
Level 2	Some application of knowledge and understanding.	3-4 marks
Level 3	A clear application of knowledge and understanding with some development.	5-6 marks
Level 4	A clear understanding of knowledge and understanding with good development.	7 marks

Max L2 if nothing about the effect.

Creditworthy information could include Jihad – a battle fought for Allah – only in self-defence – mercy shown – not used to convert people – to defend the cause of Allah – no harm to civilians – those who die go straight to heaven

Jihad – sometimes literally means 'striving' – it demands sacrifice – many Muslims emphasise the personal jihad – sometimes referred to as the sixth pillar

(7 marks) AO2

- (c) *“Religious people should never be involved in wars.” 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.*

Levels of Response

- 0** Unsupported by simple reason.
Level 1 Opinion supported by simple reason.
Level 2 Opinion supported by one elaborated reason or two or more simple reasons.
Level 3 Opinion supported by one well-developed reason or two elaborated reasons.
Level 4 Evidence of reasoned consideration of two different points of view.
Level 5 Evidence of reasoned consideration of two different points of view expressed.

Creditworthy ideas could include:

- Wars lead to killing
- Religions do not condone killing
- Love not to hate
- Peace and violence
- Alternatives such as negotiations etc.
- Fighting for beliefs
- Islam allows defence of the faith
- Sometimes necessary to overcome evil

(5 marks) AO3