

GCSE 2004
June Series



Mark Scheme

Religious Studies Specification C

Option 4: *Islam*

(Subject Code 3063/3068)

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Dr. Michael Cresswell Director General

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 5).
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.

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 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.

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.

Paper 4: Islam

Part A

A1 The Pillars

Shahadah, Salah and Hajj are three pillars of Islam. Explain the meaning of each one.

Target: Knowledge and Understanding of the Pillars

Shahadah: statement of beliefs uniting all believers / basis of religion / tawhid / risalah.

Salah: maintaining regular contact with Allah / unity of believers at set times.

Hajj: reminder of origins / spiritual cleansing / equality.

(3 marks) AO2

A2 Wealth and Poverty

What is Muslim teaching about wealth and poverty?

Target: Knowledge of Muslim teaching about wealth and poverty

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with some development.	3 marks
Level 4	A clear knowledge and understanding with good development.	4 marks

Knowledge of zakah / purification / etc.

All wealth belongs to Allah

Avoidance of greed / redistribution

Sympathy with poor / equality

(4 marks) AO1

A3 Beliefs

Explain what Muslims understand by the following

- (i) *Ummah*
- (ii) *Jihad*
- (iii) *Shari'ah.*

Target: Knowledge and understanding of Muslim beliefs

Ummah

One mark for world wide community / brotherhood of Muslims

One mark for development, e.g. equality of all / care and respect for others

Jihad

One mark for understanding of Jihad as a war against evil / defence of Allah's will

One mark for development, e.g. personal Jihad

Shariah

One mark for understanding of Shariah as a path or way to be followed

One mark for development, e.g. based upon the Qur'an and Sunnah / code of conduct

(6 marks) AO2

A4 Halal

- (a) *Explain the meaning of halal.*

Target: Understanding of halal

One mark for idea of allowed / permitted.

(1 mark) AO2

- (b) *Give one example of halal.*

Target: Understanding of halal

One mark for development that could include reference to method of killing animals / examples of halal / wider application of halal to life in general.

(1 mark) AO2

Part B**B5 Sources of Authority**

- (a) *In what language is the Qur'an written?*

Target: Knowledge and understanding of the Qur'an

One mark for Arabic.

(1 mark) AO1

(b) *What does the word Qur'an mean?*

Target: Knowledge and understanding of the Qur'an

One mark for recitation.

(1 mark) AO1

(c) *Why do Muslims think it is necessary for Allah to send the Qur'an?*

Target: Knowledge and understanding of the Qur'an

One mark for any of the following:-

complete guide to mankind / correcting all previous errors / exact message of Allah / reference book.

One mark for development.

(2 marks) AO2

(d) *State three ways in which Muslims show respect for the Qur'an.*

Target: Knowledge and understanding of the Qur'an

Three marks for any three of the following:-

covered in clean cloth / kept on highest shelf / must wash before touching / no eating, drinking, smoking etc. in same room / correct state of mind / covering of head / memorise / kissing / old copies burnt / no turning back on / shoes off / nothing placed on top of Qur'an / follow its teaching / off the floor.

(3 marks) AO1

(e) *“The Qur'an is an ancient book and is of little use in the 21st Century.”
Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Target: Knowledge and understanding of the Qur'an

Levels of Response

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

Possible ideas could include:-

- Writings as guide lines for mankind
- Irrelevance of time or age
- Traditions
- Present more important than past
- Book written for a specific age and people
- Qur'an has stood the test of time
- Human emotions and actions are unchanging

(5 marks) AO3

B6 Marriage

- (a) Describe the events that take place at a Muslim wedding.**

Target: Knowledge and understanding of marriage in Islam

The following are creditworthy:-

- Simple ceremony
- Bride need not be present
- Contract to sign
- Vows
- Dowry
- Qur'an / prayers
- Walima / party
- Witnesses

(4 marks) AO1

- (b) What does Islam teach about polygamy and divorce?**

Target: Knowledge and understanding of marriage in Islam

Two marks for any two of the following:-

Polygamy

- Man's right to have more than one wife / Muhammad's example / Qur'an
- Woman's right to be a wife and mother
- Avoidance of immoral relationships
- All wives have rights

Two marks for any two of the following:-

Divorce

- Most detestable act that Allah allows
- Women and children to be provided for
- Reconciliation aspect
- Allowed in certain instances

(4 marks) AO1

- (c) **“Arranged marriages have the best chance of success.”**
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: Knowledge and understanding of marriage in Islam

Levels of Response

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

Possible ideas could include:-

Parents know best / support of families / secure base / difficulties of marrying a ‘stranger’ / difficulties of sharing new life / problems with ‘love’ / immature judgements / appears to have worked well for centuries.

(5 marks) AO3

Part C

C7 Festivals and Family

- (a) **Describe how Muslims celebrate either Id-ul-Fitr or Id-ul-Adha.**

Target: Knowledge and understanding of festivals

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 - 2 marks
Level 2	Some clear knowledge and understanding.	3 - 4 marks
Level 3	A clear knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear knowledge and understanding with good development.	7 - 8 marks

**EITHER
Id ul Fitr**

- Giving thanks to Allah for completion of the feast
- Visit to mosque – prayers
- New clothes – gifts – parties – food – decorations – cards
- Giving fitr
- Visiting cemetery
- Making up of quarrels.

OR**Id ul Adha**

- Visit to mosque – prayers
- Serious / family occasion
- Sacrifice of animal – meat to poor
- Cards, gifts, clothes, etc.
- Link with hajj
- Abraham story

Maximum Level 2 if confusion between festivals.

(8 marks) AO1

(b) Explain the importance of Ramadan to Muslims.

Target: Knowledge and understanding of Ramadan

Levels of Response

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

Ramadan:-

- Unity with poor
- One of Pillars
- Example of Muhammad
- Love for fellow men
- Sharing
- Rejoicing through hardship
- Support
- Strengthening Ummah
- Revealing of Qur'an
- Praying / reading Qu'ran
- One of Pillars
- Example of Muhammad

Maximum of Level 2 if only description of events.

(7 marks) AO2

- (c) *“Festivals are just for families to have a good time. The religious meaning is forgotten.” 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 of Response

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

Possible ideas could include:-

- Main theme of celebration
- People / family getting together for celebration
- Food, gifts, etc.
- Religious background often forgotten
- Using festivals as excuse for partying
- Religious celebration possible.

(5 marks) AO3

C8 Matters of Life and Death and Rites of Passage

- (a) *Describe the events that take place after the death of a Muslim and at the funeral.*

Target: Knowledge and understanding of matters of life and death and rites of passage

Levels of Response

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

- Role of family
- Kalimah / prayer / reading of Qur’an
- Washing body
- Head uncovered facing Makkah
- Burial soon after death / men only present
- No cremation
- No coffin / wrapping body / hajj robe

(7 marks) AO1

(b) Explain Muslim attitudes to the following:-

- (i) *suffering*
(ii) *the created world.*

Target: Knowledge and understanding of matters of life and death and rites of passage

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
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 application of knowledge and understanding with good development.	7 - 8 marks

(i) Suffering

- Allah controls life / makes things happen / Allah wills
- Suffering is for a purpose / belief in Qadr (predestination)
- Man has no right to question divine plan
- Life as a test
- Muhammad's suffering
- Abraham story
- Good can come from suffering

(ii) The Created World

- Muslims as stewards of the planet / khalifs
- Must not damage, pollute, destroy / it does not belong to mankind
- Live at peace with nature. Allah created the world and humans
- Hunting allowed for food but not pleasure
- Conservation / using environmental friendly products, etc.

(8 marks) AO2

(c) "Life now is more important than life after death."

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: Knowledge and understanding of matters of life and death and rites of passage

Levels of Response

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

Possible ideas could include:-

- Issue of whether life now is more important than life hereafter
- Present day lifestyle and life in secular society
- Influence of Muslim ideas about the Day of Judgement on actions today
- Is belief in life after death vital to this life?
- Teaching about responsibilities towards fellow men in this life

(5 marks) AO3