



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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**Religious Studies**

Paper 6

World Religions: Islam

**[GRS61]**

**MONDAY 18 MAY, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions and Mark Grids

### Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

### AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

#### Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## Section A

AVAILABLE  
MARKS

Answer **all** questions.

### 1 The Pillar of Fasting

(a) (i) Ramadan.  
(AO1) [1]

(ii) Any three from: those who are ill, soldiers, those on a journey, young children and women who are pregnant or breast feeding.  
(AO1) [3]

(iii) The hours of daylight.  
(AO1) [1]

(b) Answers may include:

- fasting is commanded in the Qur'an; shows obedience to God
- God expects sacrifices to be made
- fasting can act as a public witness
- common acts of fasting bring the community together
- gain reward from God.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- the heart of religion is loving your neighbour
- kindness to others is the most important thing
- religious practices are distractions from serving others.

On the other hand:

- religious practices train us to be obedient to God and to serve others
- true religion is concerned both with ourselves and with others
- religious practices are commanded by God.

Accept valid alternatives

Mark in levels

(AO2) [5]

15

**2 Rightly Guided Caliphs**

- (a) (i)** Successor.  
(AO1) [1]
- (ii)** Any two from: Abu Bakr, Umar, Uthman and Ali.  
(AO1) [2]
- (iii)** Ali.  
(AO1) [1]
- (iv)** Umar or Uthman or Ali.  
(AO1) [1]
- (b)** Answers may include:
- Muhammad is an example to Muslims in all things
  - God instructed Muhammad how to live and worship, consequently Muslims should model their lives on his life
  - Muhammad practised the Five Pillars.
- On the other hand:
- Muhammad was only human
  - Muhammad was wrong to keep slaves and to engage in war.
- Accept valid alternatives  
Mark in levels  
(AO2) [10]

15

### 3 Marriage

(a) Answers may include:

- they can follow the example of Muhammad
- the Qur'an and Sharia allow a Muslim man to have more than one wife
- it means that women are always under the protection of a man.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the Qur'an allows for divorce
- typically it is the man who initiates the process
- "I divorce you" must be stated three separate times
- divorce is very rare in Islam.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- love is what really matters, not religion
- common beliefs are essential if people are to share their lives together

On the other hand:

- people without the same religious beliefs may face family opposition
- most people today are not religious, so it does not really matter.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**4 Sharia**

**(a)** Answers may include:

- Sharia is the code of behaviour to be followed by a Muslim
- Sharia draws on the Qur'an, the Hadith and local laws
- Sharia applies the insights of the Qur'an to new situations
- Sharia explains how to obey God
- there are different schools of law.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- Muslims want to be good citizens and will want to keep the law of the countries in which they live
- everyone should keep the law of the country, there cannot be exceptions
- the law is concerned with justice and rights and these must be respected by all

On the other hand:

- Muslims are required to obey God not human rulers
- Muslims follow a different concept of justice that is as good as Western concepts of justice.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**



Section B

AVAILABLE  
MARKS

**Assessment of Spelling, Punctuation and Grammar**

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

**Threshold performance [1]**

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.

**Intermediate performance [2]–[3]**

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.

**High performance [4]–[5]**

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.

**5 Death and the After-Life**

**(a)** Answers may include:

- ritual washing of the body and prayers
- body anointed with spices and scents
- body wrapped in a shroud
- special prayers
- body normally carried to the cemetery
- face turned to the right in the direction of Mecca
- special prayers as the body is lowered in the grave.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- all appear before Allah to give an account of themselves
- judgement on the basis of actions and deeds
- paradise for the blessed
- how we live now determines our future.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- most people believe in life after death
- religions teach that there is an after-life
- there is evidence of an existence beyond this life
- morality requires belief in an after-life where goodness is rewarded

On the other hand:

- no scientific evidence for life after death
- it does not make sense
- it is a made up belief to give us comfort.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Sufism**

(a) Answers may include:

- Sufism is an aspect or dimension of Islam
- Sufis usually belong to a religious order (Tariqa)
- Tariqas can be found in Sunni, Shia and other Islamic groups
- several origins of the word “sufi” have been suggested. It may derive from the word for “wool” and the woollen garments worn by early Sufis
- Sufis seek mystical encounter with God
- spiritual exercises are followed: fasting, dancing, intense personal prayer, membership of brotherhoods, etc.
- Dhikr as practised by Sufis is the invocation of Allah’s divine names, verses from the Qur’an, or sayings of the Prophet in order to glorify Allah. Dhikr is encouraged either individually or in groups and is a source of tranquillity for Sufis.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- an attempt to get back to the original experiences of Islam
- a focus on personal piety and not on political or military matters
- reaction to the corruption of many of the Muslim leaders
- Sufism accessible to the masses, as it builds on popular religion and popular religious devotion.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- experience of God is central to religion
- experience of God must be matched by obedience to his laws

On the other hand:

- people need to focus on the challenges of this life and not on God
- the most important thing is love.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**7 Muhammad**

**(a)** Answers may include:

- polytheism, belief in many gods, chiefly al-Lat, al-Uzza and Manat, who were daughters of God
- worship of the moon and stars
- Mecca as a pilgrimage centre
- the importance of the Ka'ba.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- the danger of Shirk and idolatry
- belief in one God was central to Islam from the beginning
- in Mecca Muhammad criticised belief in many gods
- he spoke out for the poor
- the theme of judgement.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(c)** Answers may include:

- western materialism
- the destruction of the environment
- liberal attitudes to sexuality and marriage
- discrimination against religious people in the workplace.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**