

SECTION ONE BELIEVING IN ALLAH

You must answer ONE question from this section

EITHER QUESTION 1

1. (a) State ONE of the names of Allah in the Qur'an. (2)
- (b) Outline the reasons a person might give for being an atheist. (6)
- (c) Explain how the religious experience of prayer may support belief in Allah. (8)
- (d) "Children should be allowed to make up their own minds about whether to believe in God."
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. (4)

(Total 20 marks)

OR QUESTION 2

2. (a) What does the word *agnostic* mean? (2)
- (b) Outline the response of Islam to the problem of evil. (6)
- (c) Explain why a Muslim's experience of the natural world as a place of design and order may lead them to believe in God. (8)
- (d) "Miracles don't happen today."
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. (4)

(Total 20 marks)

SECTION TWO MATTERS OF LIFE AND DEATH

You must answer ONE question from this section

EITHER QUESTION 3

3. (a) What is meant by the word *akhirah*? (2)
- (b) Outline Muslim attitudes to euthanasia. (6)
- (c) Explain why Muslims believe in life after death. (8)
- (d) “Near death experiences do not show there is life after death.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. (4)

(Total 20 marks)

OR QUESTION 4

4. (a) What is *contraception*? (2)
- (b) Some people do not believe in life after death. Outline their reasons. (6)
- (c) Explain why there are different attitudes to abortion among Muslims. (8)
- (d) “People who are suffering should be allowed to take their own lives.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. (4)

(Total 20 Marks)

SECTION THREE MARRIAGE AND FAMILY LIFE

You must answer ONE question from this section

EITHER QUESTION 5

5. (a) What is an *extended family*? (2)
- (b) State Islamic teaching on relationships between the sexes. (6)
- (c) Explain why Muslims believe family life is important. (8)
- (d) “Living together is better than getting married.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. (4)

(Total 20 marks)

OR QUESTION 6

6. (a) What is meant by *cohabitation*? (2)
- (b) Outline Muslim attitudes to divorce. (6)
- (c) Explain why marriage is important in Islam. (8)
- (d) “Without religion family life would collapse.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. (4)

(Total 20 Marks)

SECTION FOUR SOCIAL HARMONY

You must answer ONE question from this section

EITHER QUESTION 7

7. (a) What does the word *discrimination* mean? (2)
- (b) Describe the advantages of living in a multi-faith society. (6)
- (c) Explain why there are differences among Muslim on the roles of men and women. (8)
- (d) “It is wrong to try to convert other people to your religion.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. (4)

(Total 20 marks)

OR QUESTION 8

8. (a) Name TWO religions *other than Islam* practised in the UK. (2)
- (b) Outline the contribution of the *hajj* to racial harmony. (6)
- (c) Explain why there are differences among Muslims in their attitudes to other religions. (8)
- (d) “Islam always treats men and women equally.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. (4)

(Total 20 Marks)

SECTION FIVE OPTIONS – EXTENDED WRITING

You must answer ONE question from this section

**You are advised to spend approximately 30 minutes on this section
You will be assessed on the Quality of Written Communication in this Section.**

EITHER QUESTION 9

9. Religion and Media

(a) (i) Describe a religious theme of importance to Muslims presented in ONE film or television drama. **(4)**

(ii) Explain why this theme is important and whether the presentation was fair to religious people. **(8)**

(b) “The media always treat religion unfairly.”

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. **(8)**

(Total 20 marks)

OR QUESTION 10

10. Religion, Wealth and Poverty

(a) (i) Describe how ONE Muslim agency helps to relieve poverty. **(4)**

(ii) Explain how Islamic teaching may lead the agency to do this work. **(8)**

(b) “You cannot be truly religious and rich.”

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Islam. **(8)**

(Total 20 Marks)

GENERAL INSTRUCTIONS FOR MARKING

1. Assessment by Examiners

Examiners are encouraged at all times to exercise their professional discretion and judgement in the assessment of answers. It is possible for candidates to answer correctly, but differently from the markscheme. Such answers should be marked according to the level guidelines for each question.

Examiners should **at all times mark positively** rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand.

Undue bunching of marks is undesirable and, where it is warranted, the full range of marks should be used. The examination is designed for a wide ability range and examiners should therefore **make full use of the whole range of levels**.

2. Sub-questions

For each sub-question there is a sub-total. Examiners should record the level awarded at the end of each sub-question on the left of the margin and then place the appropriate sub-total, unringed, in the right hand margin at the end of the sub-section of the question to which they refer.

3. Final Totals

At the end of each question, the sub-totals must be added together and the final total for the question must be ringed and placed in the right hand margin at the end of the question. This total should then be transferred to the box on the front cover of the answer book.

4. Checking of Additions

The marks for each question should be added and entered into the bottom total box. This final total should then be transferred to the examiner's total box at the top of the page.

Examiners must ensure that all additions are scrupulously accurate. All additions will be checked both within each question and for the script as a whole.

In order to avoid confusion in the checking process, **examiners must ensure that every page on which a candidate has written bears some sign of having been read** by the examiner.

If a candidate has added to an answer at some later point in the booklet, put an arrow on your first ringed total, write in a sub-total for the addition, even if it is zero, and then write in the new ringed total and amend the mark on the front cover appropriately.

5. Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by the Team Leader. It is the duty of the Team Leader to get an overall and clear picture of the standard of marking each examiner is applying. It is the duty of an examiner to see that this does not vary in particular areas of the mark range.

6. Fluency of Expression

It is important that examiners are not misled by fluency to assume that this equates with high conceptual ability. Conversely, examiners must look very carefully at answers which do not display a high level of literacy, but may contain good conceptual understanding.

7. Rubric Offences

A candidate who offends against the rubric should have all the answers marked and be awarded the highest mark which satisfies the rubric.

RUBRIC should be written **IN RED** across the front of the script and the answers which are not being credited should be crossed out with the word **RUBRIC**, the marks for these answers should also be crossed out.

8. Illegible or Offensive scripts

If you cannot read a script or it is offensive, you should mark what you can read, fill in the marksheet and forward the script(s) to Sharon Hague at Edexcel.

9. Quality of Written Communication

Candidates entering for 1480/3480 must be given a mark for Quality of Written Communication for their answers to section 5 according to the instructions in the mark scheme. This mark must be inserted separately at the end of the answer and on the front cover before totalling.

UNIT D - RELIGION AND LIFE BASED ON A STUDY OF ISLAM MARK SCHEME

Section 1 Believing in Allah

- 1 (a) Any one of the 99 names in English or Arabic transliteration (Ar-Rahman, Ar-Rahim, Al-Aziz, Al-Khaliq are the most likely).
- For a partially correct answer (1 mark)
For a correct answer (2 marks)
AO1 2 marks
- (b) As the question asks for an outline, there will be a sense in which each reason given will reach an extra level, but two reasons could reach level three, and three reasons would stay at level two if they were limited in structure.
The most likely reasons are: the problem of evil and suffering; the lack of evidence for God's existence; the way in which science explains creation; the way in which science explains such things as miracles, unanswered prayers.
- Level 1 for an isolated example of relevant knowledge (2 marks)
Level 2 for basic relevant knowledge presented within a limited structure (4 marks)
Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary (6 marks)
AO1 6 marks
- (c) Good candidates will describe the religious experience of salah clearly referring not to the practicalities of salah, but the feeling of Allah's presence through performing the practicalities and coherently explain how having such an experience will lead the person having the experience to believe in God more strongly. Answers which merely describe salah will not go beyond level 1.
- Level 1 for a simple, appropriate and relevant idea (2 marks)
Level 2 for a basic explanation showing understanding of a relevant idea (4 marks)
Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary (6 marks)
Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately (8 marks)
AO2 8 marks
- (d) Good answers are likely to balance the need for children to make up their own minds about religion if their faith is to be genuine against the impossibility of parents bringing up their children without referring to their religious beliefs. They will evaluate the evidence to reach a personal conclusion.
- Level 1 for an opinion supported by one relevant reason (1 mark)
Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples (2 marks)
Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view (3 marks)
Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point of view to reach a personal conclusion (4 marks)
AO3 4 marks

- 2 (a) Someone who does not know whether God exists, or similar phrase.
- For a partially correct answer (1 mark)
 For a correct answer (2 marks)
AO1 2 marks
- (b) The main response of Islam is that this life is a test. Allah created humans to look after the world, and gave them Islam to show them how to do it. However, he allows Satan to tempt humans to deny Islam. Those who are not tempted pass the test and are rewarded with heaven.
- Level 1 for an isolated example of relevant knowledge (2 marks)
 Level 2 for basic relevant knowledge presented within a limited structure (4 marks)
 Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary (6 marks)
AO1 6 marks
- (c) A wide variety of answers is possible and credit must be given to any answer which reasons for God's existence from the nature of the world. Most answers are likely to concentrate on the Design Argument as found in the Qur'an and/or the Cosmological argument. Detailed knowledge of either argument is not necessary to reach level 4, what is needed is a clear and coherent explanation of how the nature of the world as a place of design and order can support belief in Allah.
- Level 1 for a simple, appropriate and relevant idea (2 marks)
 Level 2 for a basic explanation showing understanding of a relevant idea (4 marks)
 Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary (6 marks)
 Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately (8 marks)
AO2 8 marks
- (d) Good answers are likely to use evidence in the form of examples from alleged miracles showing why some people may believe that miracles happen today while others do not. They will evaluate the evidence to come to a personal conclusion.
- Level 1 for an opinion supported by one relevant reason (1 mark)
 Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples (2 marks)
 Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view (3 marks)
 Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point of view to reach a personal conclusion (4 marks)
AO3 4 marks

Section 2 Matters of Life and Death

3 (a) The Last Day and life after death, or similar phrases.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

AO1 2 marks

(b) Islamic teaching is that life is sacred and belongs to Allah who created it. Consequently euthanasia is not allowed. Also life is a test and to end your life is like cheating the test. However, most Muslims now allow the switching off of life-support machines when someone is ‘brain dead’.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

AO1 6 marks

(c) The emphasis of the question is why and so answers giving a purely factual account will not go beyond level 1. Good answers are likely to explain that Muslim beliefs about life after death are based on the teachings of the Qur’an and the sayings of Mohammed, and explain why Muslims should believe these. They may also refer to the idea that life does not make sense without an after life. Other approaches such as parapsychology must be rewarded.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

AO2 8 marks

(d) Good answers will look at the effects of near-death experiences on people and the various explanations of them, both that they are a product of chemicals produced by the body and that they are evidence for life after death. They will evaluate the evidence and come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point of view to reach a personal conclusion

(4 marks)

AO3 4 marks

- 4 (a) Preventing conception, or similar phrase.
- For a partially correct answer (1 mark)
 For a correct answer (2 marks)
AO1 2 marks
- (b) An outline is required consequently two or more reasons are necessary to reach level 3. However, unstructured answers which simply list three or more reasons will not go beyond level 2. The main reasons are likely to be: lack of evidence, scientific evidence of brain death etc, different religions believing different things about life after death, scientific disproof of ghosts etc.
- Level 1 for an isolated example of relevant knowledge (2 marks)
 Level 2 for basic relevant knowledge presented within a limited structure (4 marks)
 Level 3 for an organised outline / description, deploying relevant knowledge, with limited specialist vocabulary (6 marks)
AO1 6 marks
- (c) The emphasis is on explain, therefore descriptions, however good cannot go beyond level 1. Some Muslims do not allow abortion at all because of the Qur’anic command not to kill your children and the belief in the sanctity of life. Some Muslims allow abortion if the mother’s life is at risk because of their belief in the sanctity of life and the lesser of two evils. Some Muslims allow abortions up to 120 days because of hadith and the decisions of the law schools.
- Level 1 for a simple, appropriate and relevant idea (2 marks)
 Level 2 for a basic explanation showing understanding of a relevant idea (4 marks)
 Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary (6 marks)
 Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately (8 marks)
AO2 8 marks
- (d) Good answers will refer to the teachings of Islam against euthanasia and contrast these with the arguments of those who support euthanasia. They will then evaluate the evidence to come to a personal conclusion.
- Level 1 for an opinion supported by one relevant reason (1 mark)
 Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples (2 marks)
 Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view (3 marks)
 Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point of view to reach a personal conclusion (4 marks)
AO3 4 marks

Section 3 Marriage and Family Life

5 (a) Close relatives living with or in close proximity to parents and children, or similar phrase.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

AO1 2 marks

(b) Islamic teaching is that sex before marriage is wrong therefore the sexes should not mix with each other after puberty, men and women should have separate education and social lives. Islam also teaches that adultery is wrong.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

AO1 6 marks

(c) Good candidates should explain that the family is important because of the example of the prophet Muhammad, the teachings of the Qur'an on looking after children and children looking after parents, the need for family life to bring children into the faith.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

AO2 8 marks

(d) Good candidates will refer to the teachings of Islam against cohabitation and the arguments in favour of living together rather than marrying. They will then evaluate the evidence to come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point of view to reach a personal conclusion

(4 marks)

AO3 4 marks

Section 4 Social Harmony

7 (a) Treating people differently, or any similar phrase.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

AO1 2 marks

(b) At least two advantages must be described (not outlined) to reach level 3. The main advantages are: an increase in tolerance and understanding; an insight into different religions; making believers think more seriously about their own beliefs.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

AO1 6 marks

(c) Most Muslims accept that men and women are equal in religion and education, but that the role of women is to look after the home and family while men go out to work. This is based on the teachings of the Qur'an about men and women being equal but men being a step above women, the different financial and legal obligations in the Qur'an and the different biological functions and make-up of men and women. Some Muslims believe that men and women are equal but different and give women equal roles in religion and life because of the examples of the prophet and of women in early Islam such as A'isha.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

AO2 8 marks

(d) Good answers are likely to contrast the teaching of Islam that its followers have a duty to convert others to Islam with the right of people living in a multi-faith society to be free to follow their own religion without interference, and possibly the Qur'anic teaching as no compulsion in religion. They will evaluate the claims to come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point of view to reach a personal conclusion

(4 marks)

AO3 4 marks

Section 5 Options – Extended Writing

9 Religion and Media

- (a) (i) Good answers will identify a film or TV drama with a religious theme and describe the theme, clearly showing that what makes it a religious theme.
- Level 1 for an isolated example of relevant knowledge. (1 mark)
Level 2 for basic relevant knowledge presented in sentences (2 marks)
Level 3 for a clear and structured outline/description and deploying a limited range of specialist vocabulary. (3 marks)
Level 4 for a coherent and comprehensive description, using specialist terms appropriately and with precision. (4 marks)
- AO1 4 marks**
- (ii) Good answers will explain clearly why the theme is regarded as important in Islam. They will then show by clear and specific reference to incidents in the film or drama whether religious people were treated fairly.
- Level 1 for a simple, appropriate and relevant idea (2 marks)
Level 2 for a basic explanation showing understanding of a relevant idea presented in sentences. (4 marks)
Level 3 for a clear and structured explanation showing an understanding of the main idea(s), and deploying a limited range of specialist vocabulary. (6 marks)
Level 4 for a coherent and comprehensive explanation showing a full understanding of the main idea(s), using specialist terms appropriately and with precision. (8 marks)
- AO2 8 marks**
- (b) Good answers will look at fair treatment (for example in religious broadcasts) and unfair treatment (for example in comedies). They will refer to specific examples from specific programmes which they will evaluate to come to a personal conclusion.
- Level 1 for an opinion supported by one relevant reason. (2 marks)
Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples, presented in sentences. (4 marks)
Level 3 for a structured and reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view and deploying limited range of specialist vocabulary. (6 marks)
Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a account of an alternative point of view to reach a personal conclusion using specialist terms appropriately and with precision. (8 marks)
- AO3 8 marks**

Quality of Written Communication (3 marks)

- Relevant information presented in a form that suits its purpose 1 mark
Text is legible, spelling, punctuation and grammar are accurate, so that meaning is clear. 1 mark
A suitable structure and style of writing has been used. 1 mark

10 Religion, Wealth and Poverty

- (a) (i) Candidates must refer to a Muslim agency e.g. Muslim Aid, Islamic Relief, and describe the work which the agency does to help relieve poverty (it could be an agency, such as Muslims relieving poverty in the UK).
- Level 1 for an isolated example of relevant knowledge. (1 mark)
Level 2 for basic relevant knowledge presented in sentences. (2 marks)
Level 3 for a clear and structured outline/description, using deploying a limited range of specialist vocabulary. (3 marks)
Level 4 for a coherent and comprehensive description, using specialist terms appropriately and with precision. (4 marks)
- AO1 4 marks**
- (ii) Good candidates should refer to the teachings of Islam on zakah, sadaqah and riba. They will then explain how each of these teachings could inspire the work of the agency.
- Level 1 for a simple, appropriate and relevant idea. (2 marks)
Level 2 for a basic explanation showing understanding of a relevant idea presented in sentences. (4 marks)
Level 3 for a clear and structured explanation showing an understanding of the main idea(s), using spelling, punctuation and grammar with reasonable accuracy and deploying a limited range of specialist vocabulary. (6 marks)
Level 4 for a coherent and comprehensive explanation showing a full understanding of the main idea(s) using specialist terms appropriately and with precision. (8 marks)
- AO2 8 marks**
- (b) Good answers should look at the teachings of Islam on wealth. They are likely to evaluate these teachings in terms of whether it is possible to be a good Muslim and be wealthy to come to a personal conclusion.
- Level 1 for an opinion supported by one relevant reason. (2 marks)
Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples, presented in sentences. (4 marks)
Level 3 for a structured and reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view and deploying limited range of specialist vocabulary. (6 marks)
Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion specialist terms appropriately and with precision. (8 marks)
- AO3 8 marks**

Quality of Written Communication (3 marks)

- Relevant information presented in a form that suits its purpose 1 mark
Text is legible, spelling, punctuation and grammar are accurate, so that meaning is clear. 1 mark
A suitable structure and style of writing has been used. 1 mark