

# Mark Scheme (Results) Summer 2008

GCSE

## GCSE Religious Studies (5567) Paper 1



1(c)	Explain why the existence of evil and suffering causes problems for some people who believe in Allah.	
Question Number	Indicative content	
1(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• They believe that Allah is good (benevolent), but if Allah is good he ought not to want evil and suffering in his world.</li> <li>• They believe that Allah has the power to do anything (omnipotent) but if Allah is all-powerful, he must be able to get rid of evil and suffering from the world he created.</li> <li>• However, there is evil and suffering in the world, and so either Allah is not good or Allah is not all-powerful, or Allah does not exist.</li> <li>• This can cause religious people to question their beliefs</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

1(d)		<p><i>'If Allah doesn't answer our prayers, he can't exist.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view.</p>
Question Number		Indicative content
1(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If Allah is merciful and compassionate, he must want to answer people's prayers</li> <li>• If Allah is all-powerful he would answer people prayers</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• All-powerful does not mean Allah can do what is contradictory so if one person wants it to rain and one wants it to be fine, he can't answer both prayers</li> <li>• If Allah is good he won't answer prayers which might cause harm to people.</li> </ul> <p>If the answer does not refer to the existence of Allah then it cannot go above level 2</p> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
Level 4	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

2(a)	What is sawm?	
Question Number	Answer	Mark
2(a)	Correct answer: <ul style="list-style-type: none"> <li>fasting</li> <li>one of the pillars</li> </ul>	2
	Partially correct answers could be: <ul style="list-style-type: none"> <li>Ramadan</li> </ul> Any alternative wording of the above points is acceptable.	1

2(b)		Outline the main features of a religious upbringing in a Muslim family.
Question Number	Indicative content	
2(b)	<ul style="list-style-type: none"> <li>Children will go through the Aqiqa ceremony</li> <li>Children will be taught about Islam at madrasah</li> <li>Children will be taught salah at home</li> <li>Children will be brought up in a halal home</li> <li>Children will observe the pillars and celebrate the eids</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>any one correct feature</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>two correct features</li> <li>OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>three correct features</li> <li>OR two features with one developed</li> </ul>

2(c)	Explain how seeing design in the world can lead to, or support, belief in Allah.	
Question Number	Indicative content	
2(c)	<p>The main features of design are:</p> <ul style="list-style-type: none"> <li>• the way the universe works according to scientific laws such as gravity;</li> <li>• the way humans grow from a tiny blueprint of DNA;</li> <li>• the way the complex mechanism of the eye allows people to see;</li> <li>• the way everything in nature seems to be designed for a purpose</li> <li>• the way the Big Bang worked with the laws of science to produce a universe of order.</li> </ul> <p>The main features of Paley’s watch are:</p> <ul style="list-style-type: none"> <li>• If you came across a watch in an uninhabited place, you could not say it had been put there by chance.</li> <li>• The complexity of its mechanism would make you say it had a designer. The universe is a far more complex mechanism than a watch,</li> <li>• and so, if a watch needs a watchmaker, the universe needs a universe maker.</li> </ul> <p>The likely conclusion is:</p> <ul style="list-style-type: none"> <li>• As the only being which could design the universe would be Allah, it follows that Allah must exist.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one design feature</li> <li>• OR a conclusion</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• one feature with a conclusion</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• two features with the conclusion</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• three features leading to the conclusion</li> </ul>

<b>2(d)</b>		<i>'There should be no suffering in a world created by Allah.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>2(d)</b>		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Allah is supposed to be good, so he would not create a world with evil and suffering</li> <li>• Allah is supposed to be all-powerful so he could create the world any way he wanted to and he would not have wanted it to bring suffering</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If Allah wanted to create a world where humans developed their souls as part of a test, they would need evil and suffering to overcome.</li> <li>• Allah's reasons for creating the world as it is cannot be understood by humans</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
<b>Level 4</b>	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>





3(c)	Explain why some people think the law on euthanasia should be changed.	
Question Number	Indicative content	
3(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• advances in medicine have led to people being kept alive with little or no quality of life (It is claimed that doctors and relatives should have the right to give such patients a painless death).</li> <li>• People write living wills wanting to have euthanasia if they are terminally ill, and they should be respected.</li> <li>• The National Health Service cannot afford to keep people alive for years on a life- support machine which could be used to save the life of someone who has a chance of recovery.</li> <li>• Many people feel that it is a basic human right to have control about ending your life.</li> <li>• If people have the right to commit suicide, then they have the right to ask a doctor to assist their suicide if they are too weak to do it themselves.</li> <li>• Some people think the law should be made easier because of their religious beliefs.</li> <li>• Some people think the law should be made stricter because of their religious beliefs.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

<b>3(d)</b>		<i>'When you're dead, you're dead, and that's the end of you.'</i>
Question Number		Indicative content
<b>3(d)</b>		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The lack of evidence for any life after death</li> <li>• The difficulty of envisaging where life after death could take place</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The teachings of the Qur'an</li> <li>• The teachings of the Prophet Muhammad</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p> <p><b>Answers which do not refer to Islam cannot go beyond level 2</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
<b>Level 4</b>	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

4(a)	What is <b>contraception</b> ?	
Question Number	Answer	Mark
4(a)	Correct answer <ul style="list-style-type: none"> <li>• Preventing conception from occurring</li> <li>• Stopping sex from producing babies</li> </ul>	<b>2</b>
	Partially correct answers could be: <ul style="list-style-type: none"> <li>• Examples of contraceptives such as condoms</li> </ul> Any alternative wording of the above points is acceptable.	<b>1</b>

4(b)	Outline Islamic teachings about the sanctity of life.	
Question Number	Indicative content	
4(b)	<ul style="list-style-type: none"> <li>• Allah is the creator of life and so all life is sacred</li> <li>• Life comes from Allah and belongs to Allah and so it is holy</li> <li>• Allah alone has the right to grant life and death, so life is holy</li> <li>• Since life belongs to Allah, any attack on life is an attack on Allah</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct teaching</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

4(c)		Explain why Muslims believe in life after death.
Question Number		Indicative content
4(c)		<ul style="list-style-type: none"> <li>• The Qur'an teaches that there is life after death.</li> <li>• Muslims believe that the Qur'an is the word of God which contains everything God wants humans to know, therefore they must believe whatever the Qur'an says.</li> <li>• Muhammad taught that there is life after death.</li> <li>• Muslims believe that Muhammad is last prophet God will ever send and the perfect example for Muslims. Therefore they must believe whatever he taught.</li> <li>• Islam has six beliefs which all Muslims are expected to believe, and one of the six is akhirah, the belief in life after death.</li> <li>• Muslims believe that this life is a test from God and life after death makes sense of this life being a test.</li> <li>• Many Muslims believe in life after death because it gives their lives meaning and purpose.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

4(d)		<p><i>'Euthanasia should be allowed for people who have no quality of life.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to Islam.</p>
Question Number		Indicative content
4(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If you have no quality of life, your life is not worth living so you should be allowed to end it.</li> <li>• Many people make living wills saying that they want euthanasia if they have no quality of life and their wishes should be respected.</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Islam teaches that euthanasia is wrong because life is a test</li> <li>• Islam teaches that questions about when life should end are in the hands of Allah who created life, not humans.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p> <p><b>Answers which do not refer to Islam cannot go beyond level 2</b></p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
Level 4	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

<b>5(a)</b>	<b>What is a re-constituted family?</b>	
Question Number	Answer	Mark
<b>5(a)</b>	Correct answer: <ul style="list-style-type: none"> <li>• where two sets of children become one family when divorced/widowed/single parents marry</li> <li>• when two different families are brought together to form a new family</li> </ul>	<b>2</b>
	Partially correct answers could be: <ul style="list-style-type: none"> <li>• divorced people re-marrying someone else</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<b>1</b>

<b>5(b)</b>	<b>Outline the purposes of marriage in Islam.</b>		
Question Number	Indicative content		
<b>5(b)</b>	The purposes of Muslim marriage are: <ul style="list-style-type: none"> <li>• to share a life of love;</li> <li>• to enjoy sex as Allah intended;</li> <li>• to have children and bring them up as good Muslims;</li> <li>• to follow the example of the Prophet Muhammad.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>		
	Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct purpose</li> </ul>	
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct purposes</li> <li>• OR one developed</li> </ul>	
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct purposes</li> <li>• OR two purposes with one developed</li> </ul>	

<b>5(c)</b>		Explain how mosques help to keep families together.
<b>Question Number</b>		<b>Indicative content</b>
<b>5(c)</b>		<p>The main features are :</p> <ul style="list-style-type: none"> <li>• Mosques run special schools (madrassahs) during evenings and weekends to educate children in Islam and teach them to read the Qur'an.</li> <li>• Mosques also act as social centres with boys' and girls' clubs.</li> <li>• Mosques have a family committee which helps Muslim families with problems and distributes the zakah money.</li> <li>• Many mosques also help with the running of Muslim schools which teach the National Curriculum in a Muslim environment.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• a description of what mosques do</li> <li>• OR one feature identified with an explanation of how it would help to keep families together</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two features identified with an explanation of how each would help to keep families together</li> <li>• OR one feature identified with a developed explanation of how it would help to keep families together</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three features identified with an explanation of how each would help to keep families together</li> <li>• OR one feature identified with a developed explanation of how it would help keep families together and another feature identified with an explanation of how it would help to keep families together</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• four features identified with an explanation of how each would help to keep families together</li> <li>• OR one feature identified with a developed explanation of how it would help to keep families together and two other features identified with an explanation of how each would help to keep families together</li> <li>• OR two features identified with a developed explanation of how each feature would help to keep families together</li> </ul>

<b>5(d)</b>		<i>'If you have a Muslim wedding, you should never get divorced.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>5(d)</b>		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• The attitude of the Prophet Muhammad to divorce</li> <li>• The involvement of parents and families in Muslim marriage and the consequent pressure to stay together</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• The fact that the Qur'an allows divorce</li> <li>• Regulations allowing divorce in the Shari'ah</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b> <b>Answers which do not refer to Islam cannot go beyond level 2</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
<b>Level 4</b>	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>



6(a)		What is pre-marital sex?
Question Number	Answer	Mark
6(a)	Correct answer:	2
	<ul style="list-style-type: none"> <li>sex before marriage</li> </ul>	
	Partially correct answers could be:	1
	<ul style="list-style-type: none"> <li>sex outside marriage</li> </ul>	
	Any alternative wording of the above points is acceptable.	

6(b)		Outline the main features of a Muslim marriage ceremony.
Question Number	Indicative content	
6(b)	There are many different types of Muslim weddings but there is usually:	
	<ul style="list-style-type: none"> <li>a statement in front of witnesses that both parties freely agree to marry;</li> <li>signing the marriage contract which includes all financial arrangements;</li> <li>sermon and readings from the Qur'an about marriage by an imam;</li> <li>prayers, by an imam, for the future of the marriage.</li> </ul>	
<b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b>		
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>any one correct feature</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>two correct features</li> <li>OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>three correct features</li> <li>OR two features with one developed</li> </ul>

<b>6(c)</b>	Explain why family life has changed in the United Kingdom.	
Question Number	Indicative content	
<b>6(c)</b>	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• The extended family is becoming more popular because more mothers are in paid employment and use retired grandparents to look after the children.</li> <li>• Single-parent families have increased considerably because more couples divorce.</li> <li>• The growth of cohabiting rather than marrying, means that many families now have unmarried parents.</li> <li>• Re-constituted families are increasing rapidly as more people divorce and remarry.</li> <li>• Families with homosexual parents are increasing because of changing attitudes to homosexuality.</li> <li>• Mothers are more likely to work because of the growth of equal opportunities for women.</li> <li>• Families are smaller because of family planning.</li> </ul> <p><b>Other approaches are possible (ethnic minority candidates might answer about changes through coming to the UK.) and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

<b>6(d)</b>		<i>'You can't be Muslim and homosexual.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>6(d)</b>		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• The teachings of the Qur'an against homosexuality</li> <li>• The example and teachings of Muhammad against homosexuality</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• The fact that you are born a Muslim and doctors think people are born homosexual, so you can be both</li> <li>• You can have a homosexual orientation without practising it and be a good Muslim.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
<b>Level 4</b>	4	Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view: <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

<b>7(a)</b>	What is the <b>ummah</b> ?	
Question Number	Answer	Mark
7(a)	Correct answer: <ul style="list-style-type: none"> <li>• The world-wide Muslim community</li> <li>• The brotherhood of Islam</li> <li>• The Muslim community</li> </ul>	<b>2</b>
	Partially correct answers could be: <ul style="list-style-type: none"> <li>• Muslims</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<b>1</b>

<b>7(b)</b>	Outline different Muslim attitudes to other religions.	
Question Number	Indicative content	
7(b)	<ul style="list-style-type: none"> <li>• Most Muslims believe that only Islam has God’s true message and that everyone should be converted to Islam. They also believe that Muslims cannot change their religion.</li> <li>• A few Muslims believe that all religions are just different paths to the same God. They believe this because the Qur’an implies that Jews and Christians have some of the truth about God;</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing an awareness that there is an alternative attitude</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• two attitudes with one developed</li> </ul>

7(c)	Explain why some people think there are a lot of advantages to living in a multi-faith society.	
Question Number	Indicative content	
7(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• it increases tolerance and understanding as people realise that everyone is entitled to their own opinion on religion;</li> <li>• it gives people an insight into different religions;</li> <li>• it makes believers think seriously about their own beliefs;</li> <li>• it has to have religious freedom which may help to stop religious conflicts.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason and one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

7(d)		‘All religions deserve equal respect.’ Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
7(d)		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• This is the basis of a multi-faith society</li> <li>• It is the meaning of religious pluralism</li> <li>• Without it there can be religious violence</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• If only one religion is right then the others are wrong and don’t deserve respect.</li> <li>• Religions which encourage their adherents to be evil don’t deserve respect.</li> </ul> <b>If you are unsure about the validity of reasons, you must send to review.</b>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
Level 4	4	Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view: <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

8(a)	What is <b>religious pluralism</b> ?	
Question Number	Answer	Mark
8(a)	Correct answer <ul style="list-style-type: none"> <li>• accepting all religions as having an equal right to co-exist</li> <li>• accepting all religions as having equal rights</li> <li>• the right to practice your religion and change your religion</li> </ul>	2
	Partially correct answers could be: <ul style="list-style-type: none"> <li>• different religions in the same place</li> <li>• having lots of different religions</li> </ul> Any alternative wording of the above points is acceptable.	1

8(b)	Outline the features of hajj which show racial harmony.	
Question Number	Indicative content	
8(b)	<ul style="list-style-type: none"> <li>• Over two million Muslims from different races join together in Makkah</li> <li>• all pilgrims wear the same type of clothes (ihram)</li> <li>• all pilgrims perform the same actions</li> <li>• all pilgrims say the same words in the same language</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct features</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed</li> </ul>

<b>8(c)</b>		Explain why there are different attitudes to the role of women in Islam.
<b>Question Number</b>		<b>Indicative content</b>
<b>8(c)</b>		<p>Some Muslims believe that men and women should have different roles in life and religion. They have this attitude because:</p> <ul style="list-style-type: none"> <li>• the Qur'an teaches that men should support women because Allah has given men a stronger physique;</li> <li>• the Qur'an teaches that women have been created to bear children and men to provide for them;</li> <li>• the Qur'an teaches that women should only inherit half of what a man inherits showing that men need more money than women to be the family providers;</li> <li>• it is traditional for only men to attend the mosque and to be imams.</li> </ul> <p>Some Muslims believe that men and women should have completely equal roles in religion and education. They have this attitude because:</p> <ul style="list-style-type: none"> <li>• the Qur'an teaches that men and women are equal in religion and education;</li> <li>• there is evidence from the life of the Prophet that Muhammad encouraged both men and women to worship in the mosque;</li> <li>• there were women religious leaders during the early stages of Islam whose advice was asked by the early caliphs.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• a description of two attitudes</li> <li>• OR a reason for one attitude showing an awareness of an alternative attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• a description of one attitude and a reason for a different attitude</li> <li>• OR a reason for one attitude and a reason for a different attitude</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• One attitude with two reasons and a different attitude with one reason</li> <li>• OR three different attitudes with a reason each</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• One attitude with at least two reasons and a different attitude with at least two reasons</li> <li>• OR two attitudes with a reason each and a third attitude with at least two reasons</li> </ul>



<b>8(d)</b>		<i>'No one has the right to try to convert you.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>8(d)</b>		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• The need for religious pluralism in a multi-faith society</li> <li>• The way in which attempts to convert can be regarded as harassment</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• The teachings Islam about the need to convert the world to Islam</li> <li>• The idea that freedom of religion implies the freedom to try to convert others</li> </ul> <b>If you are unsure about the validity of reasons, you must send to review.</b>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
<b>Level 4</b>	4	Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view: <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

9(a)	Outline the variety and range of specifically religious programmes (religious broadcasts) on television.	
Question Number	Indicative content	
9(a)	<p>There is a very wide range and variety of religious programmes which are often divided into three types.</p> <ul style="list-style-type: none"> <li>• Worship-type programmes which either broadcast a service, include a lot of hymns or are mainly prayers and readings from religious books. The main programmes of this type are: <i>Songs of Praise</i> on BBC1, the <i>Sunday Service</i> on ITV..</li> <li>• Magazine-type programmes which show a mixture of religious news, reviews and interviews. BBC1's former Sunday morning religious programme was <i>The Heaven and Earth Show</i> which was like a religious daytime television magazine-type programme.</li> <li>• Religious documentaries which concentrate on religious and moral issues which are investigated in a much deeper way. There are some regular religious documentaries such as <i>Everyman</i> and <i>Witness</i>. But also many one-off programmes on particular religious issues or a particular religion.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• two types identified</li> <li>• OR any one correct type of programme outlined</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• three types identified</li> <li>• OR two correct types outlined</li> <li>• OR one developed</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• three correct types outlined</li> <li>• OR two types with one developed</li> </ul>
Level 4	4	<ul style="list-style-type: none"> <li>• Three correct types with one developed</li> <li>• OR two correct types developed</li> </ul>

<b>9(b)</b>		Choose a moral or religious issue, dealt with in a television soap opera, or the national press. Explain how this issue was dealt with.
Question Number		Indicative content
<b>9(b)</b>		Clearly, the explanation will vary according to the issue and medium chosen. The issue must be clearly identified to go beyond level 1.  <b>If you are unsure of the validity of an answer, it must be sent to review.</b>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one way the issue was dealt with</li> <li>• OR a description of the storyline/article</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two ways the issue was dealt with</li> <li>• OR one developed way the issue was dealt with</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three ways the issue was dealt with</li> <li>• OR two ways the issue was dealt with, with one developed</li> <li>• OR one fully developed way the issue was dealt with</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• Four ways the issue was dealt with</li> <li>• OR three ways the issue was dealt with, with one developed</li> <li>• OR two developed ways the issue was dealt with</li> <li>• OR one comprehensively explained way the issue was dealt with</li> </ul>

9(c)	<p><i>'There should be more specifically religious programmes on British television.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to specific programmes.</p>	
Question Number	Indicative content	
9(c)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Examples of films and television showing religious people as out of touch with reality e.g. Ned Flanders on the Simpsons</li> <li>• Examples of films and television showing religious people as bigoted e.g. news programmes coverage of Islam</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Examples of films and television treating religious people as cool and in-touch e.g. the Rev Geraldine in the Vicar of Dibley</li> <li>• Examples of films and television showing religious people as caring and loving e.g. television coverage of the work of Muslim Aid.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p> <p><b>Answers which do not refer to specific programmes cannot go beyond level 2</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons for each</li> </ul>
Level 4	8	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

Quality of Written Communication
<p><b>You must now mark the QWC for question 9</b></p> <p>Quality 1 relevant information has been provided in a form which suits its purpose:</p> <ul style="list-style-type: none"> <li>• add up the marks for a), b) and c). If it is 14 or more award Quality 1.</li> </ul> <p>Quality 2 legible text with spelling, grammar and punctuation accurate so that meaning is clear:</p> <ul style="list-style-type: none"> <li>• If you have been able to understand the answer easily and spelling mistakes have not detracted from clear meaning, you can award Quality 2</li> </ul> <p>Quality 3 a suitable structure and style of writing has been used:</p> <ul style="list-style-type: none"> <li>• ask yourself, 'Have sentences and paragraphs been used?' 'Have bullet points or</li> </ul>

slang been used?' If the answer to the first question is Yes and the answer to the second question is No, you should award Quality 3.

<b>10(a)</b>	Describe the work of <b>one</b> Muslim person, community or organisation to relieve world poverty in the United Kingdom.	
Question Number	Indicative content	
<b>10(a)</b>	<p>Answers will identify ONE Muslim person, community or organisation working in the United Kingdom and clearly identify at least FOUR features of their work to relieve poverty and/or suffering. Groups must be bona-fide Muslim groups based in the UK working to retrace world poverty. Their work may include fund raising to retrace world poverty.</p> <p>If in doubt please type in the name given by the candidate into a search engine (Google etc) to check, you can do this whilst marking on line.</p> <p>Clearly the work will be different for different agencies, therefore marks must be awarded accord</p> <p><b>If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• any one correct form of work</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• two correct form of work</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• three correct form of work</li> <li>• OR two form of work with one developed</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>• Four correct form of work</li> <li>• OR two form of work developed</li> <li>• OR two correct form of work plus one correct teaching developed</li> </ul>

<b>10(b)</b>		Explain why some countries are poorer than others.
Question Number		Indicative content
<b>10(b)</b>		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• Many LEDC's suffer from wars. Wars destroy crops, homes, schools, hospitals and create refugees. A neighbouring country can often move from developing to less developed when war refugees arrive needing shelter, food etc.</li> <li>• Many LEDC's are in areas where there are regular natural disasters like earthquakes and floods which can destroy homes, farmland etc. Bangladesh has bad floods almost every year.</li> <li>• All LEDC's suffer from debt. They have to borrow money from banks in developed countries and pay large amounts of interest to the bank which they could have spent on development. Many LEDC's try to get money from abroad by growing and selling crops. But the rich countries pay their farmers grants (subsidies) to grow crops and put high taxes on the crops from LEDCs so their goods are expensive. Then they export the crops their farmers have grown at prices less than the LEDCs can grow them for.</li> <li>• Many poor countries try to solve this by growing cash crops (cotton, tea, coffee etc) to sell to the MEDCs, but this uses land that could have grown food, leading to starvation.</li> <li>• There are also problems of: lack of clean water, too many children, lack of education, AIDS/HIV etc. which prevent the country from developing.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason and one developed reason</li> <li>• OR one fully developed reason</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

10(c)	'Muslims should do more than anyone else to relieve world poverty.' Do you agree? Give reasons for your opinion, showing you have considered another point of view.	
Question Number	Indicative content	
10(c)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Muslim teachings to show why Muslims should do more to help relieve world poverty than anyone else</li> <li>• Muslim examples to show why Muslims should do more than anyone else to relieve world poverty</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Reasons for why the relief of poverty is everyone's concern</li> <li>• Examples of the work of governments, the United Nations to show they do more than religious agencies.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons for each</li> </ul>
Level 4	8	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

<b>Quality of Written Communication</b>
<p><b>You must now mark the QWC for question 10</b></p> <p>Quality 1 relevant information has been provided in a form which suits its purpose:</p> <ul style="list-style-type: none"> <li>• add up the marks for a), b) and c). If it is 14 or more award Quality 1.</li> </ul> <p>Quality 2 legible text with spelling, grammar and punctuation accurate so that meaning is clear:</p> <ul style="list-style-type: none"> <li>• If you have been able to understand the answer easily and spelling mistakes have not detracted from clear meaning, you can award Quality 2</li> </ul> <p>Quality 3 a suitable structure and style of writing has been used:</p> <ul style="list-style-type: none"> <li>• ask yourself, 'Have sentences and paragraphs been used?' 'Have bullet points or slang been used?' If the answer to the first question is Yes and the answer to the second question is No, you should award Quality 3.</li> </ul>