

**General Certificate of Secondary Education**  
**Religious Studies A (World Religion(s))**  
**Islam 2 (Worship, Community and Family,**  
**Sacred Writings)**  
**Specimen Paper**

**B578**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:** none

Candidate  
Forename

Candidate  
Surname

Centre  
Number

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Candidate  
Number

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **48**.
- Quality of written communication is assessed in parts d and e of all questions.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.

#### FOR EXAMINER'S USE ONLY

|              |  |
|--------------|--|
| <b>1</b>     |  |
| <b>2</b>     |  |
| <b>3</b>     |  |
| <b>TOTAL</b> |  |

This document consists of **9** printed pages and **3** blank pages.

















**BLANK PAGE**

SPECIMEN

BLANK PAGE

SPECIMEN

BLANK PAGE

SPECIMEN

SPECIMEN

*Copyright Acknowledgements:*

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

Unit B578: Islam 2 (Worship, Community and Family,  
Sacred Writings)

**Specimen Mark Scheme**

The maximum mark for this paper is **48**.

SPECIMEN

## INSTRUCTIONS TO EXAMINERS

### General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

### Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; 'Good' means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

### Written communication

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

## AO1 part (d) question

|                |   |
|----------------|---|
| Level 0<br>0   | <b>No evidence submitted or response does not address the question.</b>   |
| Level 1<br>1-2 | <p>A <b>weak</b> attempt to answer the question.<br/>Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>  |
| Level 2<br>3-4 | <p>A <b>satisfactory</b> answer to the question.<br/>Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul> |
| Level 3<br>5-6 | <p>A <b>good</b> answer to the question.<br/>Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>  |



## AO2 part (e) question

|                  |  |
|------------------|--|
| Level 0<br>0     | <b>No evidence submitted or response does not address the question.</b>  |
| Level 1<br>1-3   | <p>A <b>weak</b> attempt to answer the question.<br/>Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>  |
| Level 2<br>4-6   | <p>A <b>limited</b> answer to the question.<br/>Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>               |
| Level 3<br>7-9   | <p>A <b>competent</b> answer to the question.<br/>Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul> |
| Level 4<br>10-12 | <p>A <b>good</b> answer to the question.<br/>Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>                  |

| Question Number | Answer   | Max Mark |
|-----------------|--|----------|
| 1(a)            | <p><b>What does the word Qur'an mean?</b></p> <ul style="list-style-type: none"> <li>• Reading;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• recitation.</li> </ul>   | [1]      |
| 1(b)            | <p><b>How many parts is the Qur'an split into and why?</b></p> <ul style="list-style-type: none"> <li>• 30</li> <li>• to enable the whole book to be read in a month.</li> </ul>   | [2]      |
| 1(c)            | <p><b>Give three examples of how Muslims show respect towards the Qur'an.</b></p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• the care taken in the treatment of the book e.g. silk cloths, high shelves and rahal stands;</li> <li>• the care taken with copying and calligraphy as well as the treatment of worn out Qur'ans;</li> <li>• cleanliness and attitude in preparation for and during reading;</li> <li>• explanations about recitation, family occasions when the Qur'an is read aloud, studying - especially in Ramadan - and becoming a hafiz or hafizah.</li> </ul> <p>Any sensible accurate examples may be used to demonstrate the ways Muslims show respect for the Qur'an in public and private worship and in obedient living in daily life.</p>                  | [3]      |
| 1(d)            | <p><b>Why is the Qur'an important for Muslims?</b></p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• It is the final revelation of God;</li> <li>• the importance of the Qur'an in worship or as a guidebook for living;</li> <li>• the Qur'an is the main authority for Shari'ah law;</li> <li>• the status of the Qur'an as the actual words of Allah revealed to Muhammad ﷺ.</li> </ul>   | [6]      |
| 1(e)            | <p><b>'Ahadith are just as important as the Qur'an for Muslims.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer</b></p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• explanations of ahadith as the sayings of Muhammad ﷺ as collected by reputable sources to clarify the Sunnah of the Prophet;</li> <li>• details about the way Muhammad ﷺ prayed to show that ahadith can supplement the Qur'anic commands;</li> <li>• as the secondary source for Shari'ah, ahadith might be argued to be less important per se but some might consider them to be 'just as important' in that Muslims are provided with practical examples to guide their daily living;</li> </ul> |          |

| Question Number           | Answer  | Max Mark    |
|---------------------------|---|-------------|
| 1(e) cont'd               | <ul style="list-style-type: none"><li>Some discussions might distinguish between Prophetic and Sacred types of Hadith. In the latter, Muhammad ﷺ quotes words from Allah which are not part of the Qur'an but they are treated with reverence and are regarded by many Muslims as inspired.</li></ul> | [12]        |
| <b>Question 1: Total:</b> |   | <b>[24]</b> |

SPECIMEN

| Question Number | Answer   | Max Mark |
|-----------------|--|----------|
| 2(a)            | <p><b>What is the name of the tower on a mosque?</b></p> <p>Minharet.</p>  | [1]      |
| 2(b)            | <p><b>Give two other features of a mosque.</b></p> <ul style="list-style-type: none"> <li>• Dome;</li> <li>• mihrab;</li> <li>• Qiblah;</li> <li>• minbar;</li> <li>• prayer area;</li> <li>• washrooms;</li> <li>• madrassah;</li> <li>• Lack of representation of Allah or of Muhammad ﷺ.</li> </ul>   | [2]      |
| 2(c)            | <p><b>What is the importance of the two features that you have chosen?</b></p> <ul style="list-style-type: none"> <li>• Dome – symbolises the universe which Allah created and over which he rules;</li> <li>• mihrab – a niche or alcove which shows that this is the Qiblah;</li> <li>• Qiblah – indicates the direction of the Ka'bah in Makkah;</li> <li>• minbar – stand or platform from which the Imam delivers his speech or sermon at Friday prayers;</li> <li>• prayer area – the heart of the mosque and a place for prostration;</li> <li>• washrooms – place for ritual washing – important to approach Allah in a state of purity;</li> <li>• madrassah – school where children learn Arabic and how to recite the Qur'an;</li> <li>• lack of representation of Allah or of Muhammad ﷺ - Islam is against idolatry.</li> </ul> | [3]      |
| 2(d)            | <p><b>Explain the importance of the role of the imam in Muslim life and worship.</b></p> <p>Candidates might explain:</p> <ul style="list-style-type: none"> <li>• that Islam does not have priests and 'imam' means 'in the front';</li> <li>• the importance of and describe the role of the imam: <ul style="list-style-type: none"> <li>• leading prayers;</li> <li>• preaching the khutbah;</li> <li>• teaching the Qur'an in the madrassah;</li> <li>• teaching Arabic in the madrassah;</li> </ul> </li> <li>• the role/authority of the imam in worship in the mosque;</li> <li>• the variety of tasks, the leadership and involvement of the imam because the mosque is the centre of so many community activities, including rites of passage;</li> <li>• the imam as a community leader.</li> </ul>                               | [6]      |

| Question Number           | Answer   | Max Mark    |
|---------------------------|--|-------------|
| 2(e)                      | <p><b>'Du'a is not as important as Salah.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Candidates might first distinguish between Du'a and Salah which may be the focus of the evaluation.</p> <ul style="list-style-type: none"> <li>• Du'a: <ul style="list-style-type: none"> <li>• means 'supplication' or 'asking';</li> <li>• covers many forms of personal prayer;</li> <li>• after the compulsory Salah the worshipper is free to pray in his or her own language;</li> <li>• can be prayed any time and anywhere;</li> <li>• it is a cry from the heart;</li> <li>• the Qur'an says, 'I listen to the prayer of every suppliant when he calleth on Me'.</li> </ul> </li> <li>• Salah: <ul style="list-style-type: none"> <li>• is fard;</li> <li>• it is a compulsory pillar;</li> <li>• it has to be done five times a day;</li> <li>• in the evaluation, candidates may draw on the different benefits associated with each form of prayer to the Muslim individual and to the Muslim community.</li> </ul> </li> </ul> | <b>[12]</b> |
| <b>Question 2: Total:</b> |  | <b>[24]</b> |

| Question Number | Answer  | Max Mark |
|-----------------|---|----------|
| 3(a)            | <p><b>Where does a Muslim marriage ceremony usually take place?</b></p> <ul style="list-style-type: none"> <li>• Mosque;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• in the home.</li> </ul>  | [1]      |
| 3(b)            | <p><b>Give two main features of a Muslim marriage ceremony.</b></p> <p>Features included might be:</p> <ul style="list-style-type: none"> <li>• clothing;</li> <li>• gifts;</li> <li>• festivities;</li> <li>• religious aspects such as prayers and readings (sometimes from Surah 4);</li> <li>• the consent of both parties is required, sometimes by proxy;</li> <li>• a minimum of two witnesses;</li> <li>• the Aqd Nikah contract of marriage is spoken and written;</li> <li>• the mahr gift or bridal price is given by the bridegroom;</li> <li>• the walimah feast.</li> </ul>   | [2]      |
| 3(c)            | <p><b>Name three things that are prayed for in a marriage ceremony.</b></p> <ul style="list-style-type: none"> <li>• Material blessings;</li> <li>• long life;</li> <li>• many children.</li> </ul>   | [3]      |
| 3(d)            | <p><b>Explain the importance of the ceremonies at the start of a Muslim baby's life.</b></p> <p>Candidates might refer to any of the following customs and explain their importance, symbolism or significance:</p> <ul style="list-style-type: none"> <li>• the baby is washed;</li> <li>• call to prayer in right ear;</li> <li>• command to worship in left ear;</li> <li>• named;</li> <li>• head shaved;</li> <li>• equivalent weight of hair in money to poor;</li> <li>• males circumcised;</li> <li>• goats or sheep sacrificed;</li> <li>• origins of some traditions e.g. circumcision and sacrifices, which go back to accounts of the life of Ibrahim (Abraham).</li> </ul> | [6]      |
| 3(e)            | <p><b>'Marriage is not an important religious ceremony in Islam.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p>  |          |

| Question Number           | Answer  | Max Mark    |
|---------------------------|---|-------------|
| 3(e) cont'd               | <p>Candidates might argue:</p> <ul style="list-style-type: none"> <li>• that marriage is more of a civil rite rather than a religious ceremony in Islam, compared with the other rites of passage;</li> <li>• they might go on to argue that this does not mean that it has no religious meaning from the point of view of the individuals who are getting married;</li> <li>• candidates might compare attitudes towards marriage in Islam with other faiths;</li> <li>• other candidates may not accept the dichotomy between the secular and the religious so their discussions might go in the direction of Islam being a total way of life or of all life being in submission to Allah.</li> </ul> | [12]        |
| <b>Question 3: Total:</b> |   | <b>[24]</b> |
| <b>Paper Total:</b>       |   | <b>[48]</b> |

**Assessment Objectives Grid (includes QWC)**

| <b>Question</b> | <b>AO1</b> | <b>AO2</b> | <b>Total</b> |
|-----------------|------------|------------|--------------|
| <b>1(a)</b>     | 1          |            | <b>1</b>     |
| <b>1(b)</b>     | 2          |            | <b>2</b>     |
| <b>1(c)</b>     | 3          |            | <b>3</b>     |
| <b>1(d)</b>     | 6          |            | <b>6</b>     |
| <b>1(d)</b>     |            | 12         | <b>12</b>    |
| <b>2(a)</b>     | 1          |            | <b>1</b>     |
| <b>2(b)</b>     | 2          |            | <b>2</b>     |
| <b>2(c)</b>     | 3          |            | <b>3</b>     |
| <b>2(d)</b>     | 6          |            | <b>6</b>     |
| <b>2(e)</b>     |            | 12         | <b>12</b>    |
| <b>3(a)</b>     | 1          |            | <b>1</b>     |
| <b>3(b)</b>     | 2          |            | <b>2</b>     |
| <b>3(c)</b>     | 3          |            | <b>3</b>     |
| <b>3(d)</b>     | 6          |            | <b>6</b>     |
| <b>3(e)</b>     |            | 12         | <b>12</b>    |
| <b>Totals</b>   | <b>24</b>  | <b>24</b>  | <b>48</b>    |