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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**RELIGIOUS STUDIES  
SPECIFICATION A**

**UNIT 7 - ISLAM  
4447/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

### Assessment Objectives

The questions test the candidate's ability to:

- AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.
  
- AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate or desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. This marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

## Level of Response Grid

AO1

Questions (a) – (c)

| Level | Level Descriptor   | Mark Total |
|-------|--|------------|
| 0     | <p><b>Either:</b> Offers no relevant information or explanation.</p> <p><b>Or:</b> Makes no link between beliefs and practices.</p>  | 0          |
| 1     | <p><b>Either:</b> An elementary statement of information or explanation which is limited in scope or content.</p> <p><b>Or:</b> A simple link between beliefs and practices</p>  | 1          |
| 2     | <p><b>Either:</b> An accurate account of information or an appropriate explanation of a central teaching, theme or concept.</p> <p><b>Or:</b> An explicit link between beliefs and practices. Limited use of religious language.</p>   | 2          |
| 3     | <p><b>Either:</b> An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms.</p> <p><b>Or:</b> Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.</p> | 3          |
| 4     | <p>A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations.</p> <p>Uses religious language and terms extensively and interprets them accurately.</p>   | 4          |

AO2

Question (d)

| Level | Level Descriptor  | Mark Total |
|-------|---|------------|
| 0     | Makes no relevant point of view.  | 0          |
| 1     | A simple, appropriate justification of a point of view.   | 1          |
| 2     | <p><b>Either:</b> An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching.</p> <p><b>Or:</b> A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</p> | 2          |
| 3     | An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.   | 3          |
| 4     | An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.  | 4          |

**Question (e)**

| <b>Level</b> | <b>Level Descriptor</b>  | <b>Mark Total</b> |
|--------------|--|-------------------|
| <b>0</b>     | Makes no relevant point of view, e.g. yes.   | <b>0</b>          |
| <b>1</b>     | Communicates clearly and appropriately<br><b>Either:</b> A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives.<br><br><b>Or:</b> Two simple appropriate justifications of a point of view.  | <b>1 - 2</b>      |
| <b>2</b>     | Communicates clearly and appropriately using limited specialist language<br><b>Either:</b> An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification<br><br><b>Or:</b> Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching. | <b>3 - 4</b>      |
| <b>3</b>     | Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration, There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.                      | <b>5 - 6</b>      |
| <b>4</b>     | Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.  | <b>7 - 8</b>      |

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

| <b>Level</b>  | <b>Performance descriptions</b>  |
|---|--|
| <b>0</b>  | Candidates do not reach the threshold performance outlined in the performance description below.   |
| <i>Threshold performance</i><br><b>1 mark</b>         | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |
| <i>Intermediate performance</i><br><b>2 – 3 marks</b> | Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.                     |
| <i>High performance</i><br><b>4 – 5 marks</b>         | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.        |

## ***Special Guidance for Examiners***

*Please note carefully **and** apply consistently:*

- There is a policy of ‘positive marking’ employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers **should be credited** even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

## Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer next to the right hand margin. The mark should be written immediately to its right, just inside the examiner's column. No comments should be added.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" written alongside.
7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

**Please remember to total marks for each question.**

## Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately.

**GCSE RELIGIOUS STUDIES MARK SCHEME  
UNIT 7 ISLAM**

**SUMMER 2016**

**Q.1 (a) Describe the features of a mosque**

Look for a rounded account.

Details that could be described include:

- A prayer hall for congregational prayer
- A dome
- A minaret
- Separate men and women's area for prayer
- Washing facilities to prepare for prayer
- Carpet with marked prayer spaces
- Mihrab or alcove indicating the direction of prayer
- Minbar platform from which the Friday sermon is preached
- Clocks to indicate times of prayer
- Dome may be a feature
- Classroom for mosque school
- Mortuary

**AO1 [4]**

**(b) Explain how Muslims use a mosque**

Points which may be explained include:

- Mosque is a place for communal prayers
- Mosque may be used by Muslims because prayers may be led by an imam
- Mosque may be used for men and women to pray apart in communal prayer
- Mosque may be used for community meetings
- Mosque may be used as a community centre
- Mosque may be used for wedding ceremonies
- Mosque may have a mortuary
- Mosque school may take place
- Mosque may be the focal point for celebration of religious festivals

**AO1 [4]**

**(c) Explain why din is important for Muslims.**

Reasons which may be explained include:

- Din is religious duty for Muslims
- The term is used over seventy-five times in verses of the Qur'an
- Din is the practice of the faith or religion
- It is the all-encompassing way of life of a Muslim
- It means the application of the Five Pillars in daily life

**AO1 [4]**



- (d) 'Imams are the most important people in a Muslim community.'**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that could be given include:

- Imams set an example of how to live as a good Muslim
- Muslim parents have an important role in a Muslim community
- Imams are the most important people because they lead communal prayer
- All Muslims are equal before Allah so no Muslim is more important than any other
- Imams have an important role in mosque school
- Imams are able to give advice to other Muslims
- Imams are only some people among a variety of other Muslim community leaders

**AO2 [4]**

- (e) 'Men and women are equal in Islam.'**  
**Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

**Marks for spelling, punctuation and the accurate use of grammar are allocated for this question**

The following points could be considered and evaluated:

- Men and women have different roles in Islam
- Men and women are equal but have different roles
- In practice men appear to have more rights than women
- Men are allowed to have up to four wives; women may only have one husband
- In a number of Muslim countries women do not have equal rights to men
- In some Muslim countries women have achieved more equal rights

**AO2 [8]**

**Q.2 (a) Describe Muslim beliefs about the Qur'an.**

Look for a rounded account.

Details that could be described include:

- The Qur'an is the revealed words of Allah
- The Qur'an was revealed to the Prophet
- The Qur'an was revealed over a period of more than 23 years
- The Qur'an was revealed to Muhammed by the angel Gabriel
- Muslims believe the Qur'an is the sacred word of God

**AO1 [4]**

**(b) Explain how Muslims treat the Qur'an with respect**

Points that could be developed include:

- A Muslim may keep the Qur'an covered when not in use in a cloth
- The Qur'an must not have anything placed on it
- It is never placed on a floor
- At home it will be kept on the highest shelf in a room
- It must be read without distraction
- It is read in the original language of Arabic
- Traditionally women cover their heads when reading from the Qur'an

**AO1 [4]**

**(c) Explain why angels are important for Muslims.**

Reasons which may be explained include:

- Angels are important because they are messengers from Allah
- Angels are important because belief in angels is one of the six articles of faith in Islam
- Angels are important because the angel Gabriel revealed the Qur'an to Muhammad
- Angels are important because some of the prophets were visited by angels
- Angels are an important part of Muslim belief because they are mentioned many times in the Qur'an

**AO1 [4]**

- (d) **‘The Qur’an is the only important source of authority.’**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that could be given include:

- The Qur’an is the only important source of authority because Muslims believe it was the final revelation from Allah
- Other important sources of authority may be an imam
- There are other important sources of authority, such as the hadith
- The Qur'an is the only important source of authority because Muslims use the teachings of the Qur'an to guide their daily lives
- There are other important sources of authority such as Sunnah
- The Qur'an is the only important source of authority because Muslims are able to read the Qur'an individually

**AO2 [4]**

- (e) **‘Dress customs are important for Muslim identity.’**  
**Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

The following points could be considered and evaluated:

- Dress customs are important for Muslim identity because they may help define who Muslims are
- Dress customs are important for Muslims because they set Muslims apart from others
- Dress customs are not important for Muslim identity because dress customs are perceived by many to be out of date in contemporary society
- Dress customs are an important part of Muslim identity in a multi-faith society
- Dress customs are not important for Muslim identity because they may give a negative view of Muslim identity
- Dress custom are an important part of Muslim identity because they encourage modesty in dress

**AO2 [8]**

**.Q.3 (a) Describe how Muslims marry.**

Look for a rounded account.

Details that could be described include:

- Recitations from the Qur'an
- The wedding ceremony usually takes place in a mosque or home
- An imam may lead the marriage service
- Family and friends will be present to witness a marriage
- There will be the signing of a wedding contract
- This is witnessed by two witnesses
- Some Muslims have arranged marriages
- Some Muslims do not have arranged marriages

**AO2 [4]**

**(b) Explain why marriage is important to Muslims.**

Explanations that could be included:

- Muslims are encouraged to marry so marriage is important to Muslims
- Marriage is important to Muslims because marriage is the basis of family life
- Marriage is important because sex before marriage is forbidden
- Marriage is important because sex outside of marriage is forbidden
- Marriage is important because arranged marriages allow for stability of family life
- Marriage is a marriage of families and an opportunity for extended families

**AO1 [4]**

**(c) Explain the Muslim belief that life is a gift from Allah.**

Points that could be developed include:

- Muslims believe all life is a gift from Allah
- Muslims believe Allah is the creator of life
- Muslims believe Allah is the owner of life
- Muslims believe the moment of death for each person is fixed by Allah
- Muslims believe that euthanasia is never acceptable
- Muslims believe abortion may take place only in certain circumstances
- Muslims believe in the sanctity of life, as per teachings in the Qur'an (5:32, 2:156)

**AO1 [4]**

- (d) **'Muslims should never have sex before marriage.'**  
**Do you agree or disagree? Give reasons or evidence for your point of view.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that could be given include:

- Sex before marriage or pre-marital sex is forbidden
- Pre-marital sex undermines the importance of the family
- Pre-marital sex may lead to promiscuity
- Pre-marital sex may be an option for someone unable to marry
- Pre-marital sex undermines the importance of a sexual relationship
- Pre-marital sex may allow a committed couple to express their love in a physical way
- Sex before marriage is accepted by many people today

**AO2 [4]**

- (e) **'The media does not show Islam in a fair way.'**  
**Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

The following points could be considered and evaluated:

- The stereotyping of religion is common in the media and this impacts on how Islam is shown in the media
- The media does not show Islam in a fair way because Islam is often stereotyped
- The media does not show Islam in a fair way because it may help create islamophobia
- The media does not show in a fair way when positive images of Islam are used
- The media does not show Islam in a fair way because of a focus on terrorism
- The media does not show Islam in a positive way with factual documentaries on the religion of Islam
- The media does not show Islam in a positive way when Muslims are included as part of discussion programmes, such as the 'Big Question'
- The media does not show Islam in a fair way when there is a focus on the positive practices and customs in Islam

**AO2 [8]**

**Q.4 (a) Describe a Muslim aqiqah ceremony.**

Look for rounded account.

Details that could be described include:

- Aqiqah ceremony is a naming ceremony for a Muslim baby
- The ceremony is hosted by parents
- A communal meal is shared
- The ceremony welcomes a baby on the seventh day after birth
- The head is shaved
- Money is given to the poor
- An animal is sacrificed
- Some of the meat is shared with the poor

**AO1 [4]**

**(b) Explain the duties of Muslim parents towards their children.**

Reasons which may be explained include:

- Parents must provide for the material needs of their children
- Father must in particular provide the material needs
- Parents must educate children in the reading of the Qur'an
- Parents must bring up their children in the faith of Islam
- Parents must teach their children good manners
- Parents should express kindness and affection towards their children
- Parents have a duty to be good Muslim role models for their children

**AO1 [4]**

**(c) Explain Muslim teaching about life and death.**

Teachings that could be developed include:

- It is a Muslim teaching that Muslims believe in life after death
- In Muslim teaching the term used for the Muslim belief in life after death is 'akhirah'
- In Muslim teaching Muslims believe they must answer for the way in which they have lived their earthly lives
- In Muslim teaching after death Muslims believe they are questioned about their life
- It is a Muslim teaching that on the Last Day, the end of the world, everyone will be raised up and judged by Allah
- It is a Muslim teaching that punishment will take place in hell

**AO1 [4]**

- (d) **'It is easy to live as a Muslim in Britain.'**  
**Do you agree or disagree? Give two reasons for your answer.**  
**(You must include reference to religious beliefs in your answer.)**

Reasons that could be given include:

- There are many mosques in Britain
- There are many Muslim communities in Britain
- 9/11 (and terrorist atrocities) have led to some persecution of Muslims
- Halal meat is widely available
- Many people learn about Islam in school and better understand Islam
- Britain is a multi-faith society
- Islamophobia may be an issue in parts of Britain
- There are laws to stop religious discrimination/persecution
- Aspects of the mass media may be islamophobic and create stereotypes of Muslims
- Muslims are able to practise all aspects of their faith
- Britain has become a secular society and this may cause difficulty for Muslims in Britain

**AO2 [4]**

- (e) **'Shahadah is the most important Pillar of Faith.'**  
**Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

The following points could be considered and evaluated:

- Shahadah is the most important Pillar of Faith because it is the expression of faith
- It is the most important Pillar of Faith because the Shahadah states the Muslim belief in Allah
- It is the most important Pillar of Faith because the Shahadah states a Muslim belief in the prophet Muhammed
- It is not the most important Pillar of Faith because the Shahadah contains only two main Muslim beliefs
- All of the pillars are equally important
- Shahadah is the first pillar and so is the most important
- Other pillars are more important, they are about physical actions rather than belief

**AO2 [8]**