

GCE

Religious Studies

Unit **G588**: Islam

Advanced GCE

Mark Scheme for June 2014

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2014

1. Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

NOTE: AO1 level must be used at the end of each part of the response in the margin, with the AO2 level used immediately below.

12. Subject-specific Marking Instructions

Handling of unexpected answers

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

NOTE: AO2 material in AO1 answers must not be cross-credited and vice-versa.

A2 Preamble and Instructions to Examiners

The purpose of a marking scheme is to ‘... enable examiners to mark in a standardised manner’ [CoP 1999 25.xiv]. It must ‘allow credit to be allocated for what candidates know, understand and can do’ [xv] and be ‘clear and designed to be easily and consistently applied’ [x].

The **Religious Studies Subject Criteria** [1999] define ‘what candidates know, understand and can do’ in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

At A level, candidates are required to demonstrate their knowledge and understanding, and their ability to sustain a critical line of argument in greater depth and over a wider range of content than at AS level.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

- AO1:** Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- AO2:** Sustain a critical line of argument and justify a point of view.

The requirement to assess candidates’ quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be ‘easily and consistently applied’, and to ‘enable examiners to mark in a standardised manner’, it defines Levels of Response by which candidates’ answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives. In A2, candidates answer a single question but are reminded by a rubric of the need to address both Objectives in their answers. Progression from Advanced Subsidiary to A2 is provided, in part, by assessing their ability to construct a coherent essay, and this is an important part of the Key Skill of Communication which ‘must contribute to the assessment of Religious Studies at AS and A level’.

Positive awarding: it is a fundamental principle of OCR’s assessment in Religious Studies at Advanced Subsidiary/Advanced GCE that candidates are rewarded for what they ‘know, understand and can do’ and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a ‘standard’ answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates' answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

*

Synoptic skills and the ability to make connections: these are now assessed at A2 as specification, due to the removal of the Connections papers.

Levels of Response: the descriptions are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Question	Indicative Content	Marks	Guidance
1	<p>AO1 Candidates are likely to demonstrate knowledge and understanding of the concepts which are listed in the specification as Articles of Belief: Allah, angels, scriptures, messengers, the last day, the divine decree (al Qadr).</p> <p>These articles are also listed in Surah 4:136 which is a set text.</p> <p>Explanations might group the articles of belief into three topics: Tawhid, Risalah and Akhirah.</p> <p>The essay topic gives candidates the opportunity to demonstrate their knowledge and understanding of the distinctive features of Islamic beliefs. Al-Fatihah, Surah1, is a set text which candidates will have studied in G578.</p> <p>Candidates might also use information they will have studied in G578 about the background of 'Pre-Islamic Arabia: historical, geographical and religious context with a consideration of Jewish, Christian and pagan influences'.</p> <p>AO2 Some candidates may wish to argue that some elements of particular articles of belief, e.g. angelology, echo the language of particular contemporary belief systems.</p> <p>Though the question makes reference to articles of belief, matters of practice, such as comparison of the original Islamic prayer times with those of Judaism, are acceptable if made relevant to the argument.</p> <p>Discussions are likely to centre on the fact that, in the context of polytheistic Bedouism, Islam was a new beginning and the distinctive feature of the message of Muhammad ﷺ was emphasis on monotheism and castigation of idolatry.</p> <p>Candidates might try to balance the evidence for a 'new' beginning with the fact that the revelation of the Qur'an was considered by Muhammad ﷺ to be the uncorrupted message linking back through time to previous revelations which had been distorted e.g. to Ibrahim, Musa, Dawud and Isa.</p> <p>Explanations of beliefs, to be effective, are likely to have some theological depth e.g. Creator but also Sustainer etc.</p>	35	

Question	Indicative Content	Marks	Guidance
2	<p>AO1</p> <p>Candidates might begin with an introduction explaining that the Sunnah, the sayings, practices, and customs of Muhammad ﷺ, is the model, the perfect example for Muslims.</p> <p>As regards status, most candidates are likely to identify the Sunnah as the second most important source of authority after the Qur'an. They might explain that the Sunnah clarifies some Qur'anic commands; e.g. Muhammad ﷺ showed Muslims how to pray.</p> <p>Better responses are likely to develop the explanation to include ahadith and might give some historical account of the <i>usul al-fiqh</i> (sources of authority in law) and explain that they are based on the Qur'an and Sunnah. The four law schools might be mentioned (the Malikite, the Hanafite of ash-Shaybani, the Shafi'ite and the Hanbalite).</p> <p>Candidates might explain that criteria were established to guarantee the authenticity of the Hadith concerning the sunnah. The <i>isnad</i>, the line of communication of ahadith, and the <i>matn</i>, contents, are particularly important.</p> <p>AO2</p> <p>In assessing the extent to which there is unanimity, candidates might comment that the majority of Muslims regard six collections of Hadith as being sound and that the most significant is that of al Bukhari.</p> <p>Candidates are likely to take into consideration the fact that Sunni Muslims accept ahadith based on transmission from the four Rightly Guided Khalifas whilst the Shi'ah Muslims have authoritative sayings from Imams who speak with special authority.</p> <p>Some candidates might apply their studies of Sufism to explore how far the Sufi approach might be said to emulate or to distort the example of Muhammad ﷺ.</p>	35	

Question	Indicative Content	Marks	Guidance
3	<p>AO1 Candidates are likely to give a brief account of the reign of 'Uthman (644-656 CE). He allowed the empire to spread westwards across North Africa and eastwards to the boundary of China and the Indus Valley in what is now Pakistan and organised the first Muslim navy.</p> <p>Responses will probably include some information about the other three Khalifahs and candidates are likely to try to select relevant material to address the question.</p> <p>For example, Abu Bak'r (632-634 CE) despite the Ridda Wars, set the expansion in motion and sent an army to defeat the Byzantine forces. Umar (634-644CE) expanded the empire rapidly and he built garrisons for quick communication and solved some of the organisational problems.</p> <p>'Uthman's appointment of his cousin Mu'awiya as Governor of Syria is likely to be mentioned because the opposition to Ali as fourth Khalifah (656-661CE) led to problems which have reverberated through the centuries.</p> <p>For Shi'a Islam, the brief time that Ali was Khalifah was a golden age and candidates might refer to the influence of his virtues and knowledge as well as his writings in spreading Islam.</p> <p>AO2 Discussions might include the views of scholars about other factors, besides the efforts of particular Khalifahs, which contributed to the astonishing spread of Muslim territory and influence over the first 25 years.</p> <p>When assessing the relative significance of 'Uthman in the spread of Islam, candidates might point out that he was responsible, in 652 CE, for deciding that there should be one official unchanging copy of the Qur'an. This might be considered more significant for the spread of the religion than territorial expansion.</p> <p>Before attempting to compare the contribution of individuals, some candidates might point out that the title 'Rightly Guided Khalifahs' given by some Muslims shows that, to them, the spread of Islam was part of and due to the will of Allah.</p>	35	

Question	Indicative Content	Marks	Guidance
4	<p>AO1 Most candidates might explain that the Qur'an first and then the Sunnah are the two main sources of authority for 'the clear straight path' of Shari'ah.</p> <p>There are many equally valid directions in which the essay might go. Candidates have studied 'Family life and the roles of men and women' and Surah 4 as well as 'Qur'an, Sunnah and Shari'ah law as bases for Muslim life'.</p> <p>Candidates might therefore quote from the Qur'an, for example from Surah 4 e.g. 4:34 'Men are the protectors and maintainers of women because Allah has given the one more (strength) than the other, and because they support them from their means.' etc. Surah 4 contains the ruling about the maximum of four wives so candidates might comment on polygamy. Surah 4 also discusses divorce.</p> <p>Responses to address the question might also cite specific ahadith and candidates might make reference to the Sunnah of the Prophet. Candidates might quote the farewell speech where Muhammad ﷺ spoke of the roles of men and women.</p> <p>Some candidates might demonstrate understanding that Shari'ah rules are derived from the Qur'an and Sunnah but where there is no clear teaching, ijma', (consensus), qiyas, (analogy) and ijtihad provide rulings on areas of uncertainty.</p> <p>Shari'ah encompasses all aspects of life and some candidates might explain the code of modest dress conduct expected of both men and women. Others might differentiate between the treatment in Muslim states and non-Muslim countries of men and women with reference to punishment for behaviour such as adultery.</p> <p>AO2 Candidates might suggest Shari'ah laws that have and could help family life in a positive way especially when dealing with new problems and issues which arise for Islam in a rapidly changing global world.</p> <p>Candidates might refer to the example of Muhammad ﷺ, the improvements he implemented in the treatment of women, the significant role women have played in the history of Islam and the importance of all members of the family and of Ummah to show the essential principles of</p>	35	

Question	Indicative Content	Marks	Guidance
	<p>Islam.</p> <p>Candidates might discuss the causes of dissension within families related to gender roles. Some might attempt to weigh the positive strengths of continuity of tradition against the negative aspects.</p> <p>Candidates might consider that Islam like other faiths is facing the dilemma of looking back but also looking forward whilst trying to disentangle the essential truths and values of Islam from traditional culture and customs.</p>		

APPENDIX 1 A2 LEVELS OF RESPONSE

Level	Mark /21	AO1	Mark /14	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1-5	almost completely ignores the question <ul style="list-style-type: none"> little relevant material some concepts inaccurate shows little knowledge of technical terms <i>L1</i>	1-3	very little argument or justification of viewpoint <ul style="list-style-type: none"> little or no successful analysis views asserted with no justification <i>L1</i>
Communication: often unclear or disorganised; can be difficult to understand; spelling, punctuation and grammar may be inadequate				
2	6-9	A basic attempt to address the question <ul style="list-style-type: none"> knowledge limited and partially accurate limited understanding might address the general topic rather than the question directly selection often inappropriate limited use of technical terms <i>L2</i>	4-6	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> some analysis, but not successful views asserted but little justification <i>L2</i>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	10-13	satisfactory attempt to address the question <ul style="list-style-type: none"> some accurate knowledge appropriate understanding some successful selection of material some accurate use of technical terms <i>L3</i>	7-8	the argument is sustained and justified <ul style="list-style-type: none"> some successful analysis which may be implicit views asserted but not fully justified <i>L3</i>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	14-17	a good attempt to address the question <ul style="list-style-type: none"> accurate knowledge good understanding good selection of material technical terms mostly accurate <i>L4</i>	9-11	a good attempt at using evidence to sustain an argument holistically <ul style="list-style-type: none"> some successful and clear analysis some effective use of evidence views analysed and developed <i>L4</i>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	18-21	A very good / excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> very high level of ability to select and deploy relevant information accurate use of technical terms <i>L5</i>	12-14	A very good / excellent attempt which uses a range of evidence to sustain an argument holistically <ul style="list-style-type: none"> comprehends the demands of the question uses a range of evidence shows understanding and critical analysis of different viewpoints <i>L5</i>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2014

