

## GCSE (9–1) Religious Studies

### J625/02 Islam

#### Beliefs and teachings & Practices

#### Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 1 hour

#### You must have:

- OCR 12-page Answer Booklet




#### INSTRUCTIONS

- Use black ink.
- Answer **all** the questions.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **63**.
- The marks for each question are shown in brackets [ ].
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎). 3 marks can be awarded for SPaG.
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

Answer **all** the questions.

- 1 (a) State **three** things that Muslims believe will happen on the Day of Judgement. [3]
- (b) Why are angels important to Muslims? [3]
- (c) What is meant by the term 'shirk'? [3]
- (d) Explain the significance of salah for some Muslims. [6]
- (e) "Prophethood is the most important Article of Faith."  
Discuss this statement. In your answer, you should:
- Analyse and evaluate the importance of points of view, referring to common and divergent views within Islam
  - Refer to sources of wisdom and authority.
- [15]
-  Spelling, punctuation and grammar [3]
- 2 (a) Name **three** festivals that Muslims might celebrate. [3]
- (b) Describe the origin of **one** Muslim festival. [3]
- (c) Why is the Shahadah important in Muslim life? [3]
- (d) Explain the religious significance of hajj for Muslims. [6]
- (e)\* "The most important thing in life is to please Allah."  
Discuss this statement. In your answer, you should:
- Analyse and evaluate the importance of points of view, referring to common and divergent views within Islam
  - Refer to sources of wisdom and authority.
- [15]

**END OF QUESTION PAPER**

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Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Religious Studies**

**J625/02 Islam**

**Beliefs and teachings & Practices**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 63**



This document consists of **20** pages.

## MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or via the scoris messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

### **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used on scoris to link candidate responses in additional objects to the corresponding question number.
  - a. Where additional objects are present, all pages must contain an annotation, or scoris will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
  - b. Where generic answer booklets are used, all pages must contain an annotation, or scoris will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
  - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)


8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. For answers marked by levels of response:

- **To determine the level** start at the highest level and work down until you reach the level that matches the answer
- **To determine the mark within the level** consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

10. **Annotations**

	Blank Page – this annotation <b>must</b> 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.
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11. **Awarding Spelling, Punctuation and Grammar to scripts with a coversheet**

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
- If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## Subject-specific Marking Instructions

### 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.

[3] mark questions are assessed via points based marking. For all other questions, your first task is to match the response to the appropriate level of response according to the generic levels of response given after the indicative content. Only when you have done this should you start to think about the mark to be awarded. **Please note – the bandings for Assessment Objectives are not dependent; there is no requirement for a response to be awarded in the same band for AO2 as has been awarded in AO1.**

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; it does not provide 'correct' answers, 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

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.

The levels of response start with one from the following list of flag words:

Weak, Limited, Some, Adequate but under-developed, 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 'good' according to the generic levels of response, 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, Spelling, Punctuation and Grammar**

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;
- the quality of Spelling, Punctuation and Grammar must **never** be used to move an answer from the mark band of one level to another;
- accept any reasonable alternative spelling of transliterated words from non-Roman alphabets in learners' responses.

**SPaG is now assessed in e) part of the first question. Please refer to the grid overleaf when awarding the SPaG marks.**

**The Regulator now requires GCSE Religious Studies to assess the quality of extended responses by candidates. Marks are not specifically given for this assessment however. This assessment takes place in e) part of the second question. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.**

**Spelling, punctuation and grammar (SPaG) Assessment Grid**

<b><i>High performance 3 marks</i></b>
Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate
<b><i>Intermediate performance 2 marks</i></b>
Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate
<b><i>Threshold performance 1 mark</i></b>
Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall Learners use a limited range of specialist terms as appropriate
<b><i>0 marks</i></b>
The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

**INFORMATION AND INSTRUCTIONS**

- Practice scripts provide you with examples of the standard of each band. The marks awarded for these scripts will have been agreed by the Principal Examiners, Senior Team Leaders and Team Leaders and provide you with 'benchmark' examples of the approach to marking.
- The specific task-related indicative content for parts d) and e) of each question will help you to understand how the band descriptors may be applied. However; this indicative content is not an exhaustive list of 'correct' responses: it is material that candidates might use, grouped according to each assessment objective tested by the question. This needs to be used in close conjunction with the relevant Levels of Response marking grid, which is positioned below the indicative content. The guidance column on the right of the mark scheme will provide further exemplification and support as to the interpretation of answers, where required.

**Assessment objectives (AO)**


<b>Assessment Objectives</b>	
<b>AO1</b>	Demonstrate knowledge and understanding of religion and belief including <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and their beliefs.</li> </ul>
<b>AO2</b>	Analyse and evaluate aspects of religion, including their significance and influence.

Question	Indicative content	Marks	Guidance
1 (a)	<p><b>State three things that Muslims believe will happen on the Day of Judgement.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Judgement Day will be announced by the sound of a trumpet at which point all things will stop</li> <li>• Judgement Day involves resurrection of the dead</li> <li>• The dead will join the living on the Plain of Judgement. All people have an individual book of their life and their deeds will be read aloud to Allah</li> <li>• People will either be sent to Jannah (paradise) or Jahannam (hell) according to how they have lived their lives</li> </ul>	3 AO1	1 mark for each correct response to a maximum of 3 marks.
(b)	<p><b>Why are angels important to Muslims?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Angels are created sinless and without free will so they can enter the presence of Allah</li> <li>• Jibrail acts as a messenger for Allah</li> <li>• Recording angels record the good and bad deeds of Muslims for the Day of Judgement</li> <li>• Izrail takes the final breath from Muslims</li> </ul>	3 AO1	Marks should be awarded for any combination of statements and/or development and/or exemplification.
(c)	<p><b>What is meant by the term 'shirk'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• 'Shirk' means associating things/other Gods with Allah – idolatry. It is seen as the biggest sin in Islam</li> <li>• Muslims are warned against 'shirk' and it is because of this that Muhammad is not allowed to be portrayed</li> </ul>	3 AO1	Marks should be awarded for any combination of statements and/or development and/or exemplification.

Question	Indicative content	Marks	Guidance
(d)	<p><b>Explain the significance of salah for some Muslims.</b></p> <p>Responses might include:</p> <p>AO1: Learners might explain that Salah is one of the Five Pillars of Islam, which are obligatory for Muslims.</p> <p>Salah is the compulsory prayer that all Muslims should perform. It is performed 5 times a day and should be done facing the direction of Makkah.</p> <p>Muslims are required to wash ritually (wudu) before prayers in order to be spiritually pure. Communal prayer highlights the concept of ummah and helps remind Muslims that all humans are equal before Allah.</p> <p>AO2: Prayer puts Muslims in contact with Allah 5 times a day which increases taqwa (God consciousness). The frequency of salah helps to reinforce the idea of Tawhid and reduce the likelihood of shirk as Muslims are reminded of Allah on a daily basis.</p>	<p><b>6</b></p> <p><b>4</b> AO1</p> <p><b>2</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
4 (4)	A <b>good</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Good selection of appropriate material with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Islam</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Good knowledge and understanding of the breadth and/or depth of the issues</li> </ul>	2 (2)	A <b>good</b> demonstration of analysis and evaluation in response to the question: <ul style="list-style-type: none"> <li>• Successful analysis and evaluation of the issue</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups</li> </ul>
3 (3)	An <b>adequate but under-developed</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Adequate understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate material with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Islam</li> <li>• Adequate knowledge and understanding of influence on individuals, communities and societies</li> <li>• Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues</li> </ul>		
2 (2)	A <b>limited</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Some understanding of the question shown through limited use of religious knowledge</li> <li>• Some material selected is appropriate but description is limited</li> <li>• Limited knowledge and understanding of different viewpoints within Islam</li> <li>• Limited knowledge and understanding of influence on individuals, communities and societies</li> <li>• Limited knowledge and understanding of the breadth and/or depth of issues</li> </ul>	1 (1)	<b>Some</b> demonstration of analysis and/or evaluation in response to the question: <ul style="list-style-type: none"> <li>• Some analysis and/or evaluation of the issue, which may be implicit or unsuccessful</li> <li>• Some analysis and/or evaluation of the significance and/or influence of the issue on different Muslim groups</li> </ul>
1 (1)	A <b>weak</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Weak understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Weak and/or a small amount of relevant information selected</li> <li>• Weak knowledge and understanding of different viewpoints within Islam</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> </ul>		
0 (0)	No response or no response worthy of credit.	0 (0)	No response or no response worthy of credit.



Question	Indicative content	Marks	Guidance
(e)	<p><b>“Prophethood is the most important of the Articles of Faith.”</b></p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> <li>Analyse and evaluate the importance of points of view, referring to common and divergent views within Islam</li> <li>Refer to sources of wisdom and authority.</li> </ul> <p>Learners might consider some of the following:</p> <p>AO1: Learners might demonstrate knowledge and understanding of the numerous prophets who are mentioned in the Qur’an and refer to the fact that only some of them have been given messages from Allah. They might also refer to other Articles of Faith, to illustrate the place of prophethood within them.</p> <p>AO2: Learners might evaluate and analyse the importance of individual prophets. Musa, Dawud and Isa are among those who came before Muhammad.</p> <p>Muhammad is referred to as ‘seal of the prophets’ because he was given the final, undistorted message – the Qur’an. It could be argued that as a prophet is responsible for passing on the Qur’an to humankind prophethood could be seen as the most important of the articles.</p> <p>As ‘seal of the prophets’ Muhammad also acts as a living example for Muslims. The Sunnah of the prophet is incredibly important for Muslims which is another reason why prophethood could be seen as the most important article.</p> <p>However, some Muslims might argue that Tawhid is the most important article. Tawhid is the belief in the oneness of Allah and without this belief and the existence of Allah all other articles would be pointless.</p> <p>Allah is omnipotent and so He could get His message to humanity without using prophets if He chose to. This means that prophethood isn’t the most important article.</p> <p>Many Muslims will be of the opinion that no one article is more important than the other. They are all fundamental aspects of the faith and are equally important.</p>	<p><b>15</b></p> <p><b>3</b> AO1 <b>12</b> AO2</p> <p><b>3</b> SPaG ()</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p> <p>Please refer to the SPaG response grid on page 8.</p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Islam</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	4 (10–12)	<p>A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Muslim groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul>
2 (2)	<p>An <b>adequate but under-developed</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Adequate understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Islam</li> <li>• Adequate knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7–9)	<p>An <b>adequate but under-developed</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Muslim groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul>
1 (1)	<p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Islam</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	2 (4–6)	<p>A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different views may be stated but with little or no development</li> <li>• Limited analysis and/or evaluation of the significance and/or influence of the issue on some Muslim groups</li> <li>• Response may contain some inaccuracies or misunderstanding of the issue in the stimulus</li> <li>• Little evidence of judgement on the issue in the stimulus</li> </ul>
		1 (1–3)	<p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>• Response may be simplistic, purely descriptive and/or very brief</li> <li>• No attempt to offer judgement on the issue in the stimulus</li> </ul>
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
2 (a)	<p><b>Name three festivals that Muslims might celebrate.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Id-ul-Adha</li> <li>• Id-ul Fit'r</li> <li>• Ashura</li> <li>• Milaad al-Nabi</li> <li>• Id-ul-Ghadiir</li> </ul>	3 AO1	1 mark for each correct response to a maximum of 3 marks
	<p><b>(b) Describe the origin of one Muslim festival.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Id-ul-Adha is celebrated at the end of the hajj. It commemorates the story of Ibrahim and Ishmael. It shows a Muslim's willingness to make sacrifices for Allah</li> <li>• Id-ul Fit'r is celebrated at the end of Ramadan to break the fast. It is a time to thank Allah for the benefits that come from observing sawm</li> <li>• Ashura is celebrated by both Sunni and Shi'a Muslims, with Shi'as commemorating the martyrdom of Husayn, and Sunnis celebrating the event where Allah saved the Israelites in Egypt</li> </ul>	3 AO1	<p>Marks should be awarded for a statement plus any combination of development and/or exemplification.</p> <p>The three festivals listed are exemplar; accept any genuine Muslim festival.</p>
	<p><b>(c) Why is the Shahada important in Muslim life?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The Shahada is the foundation of Islamic faith</li> <li>• It states that "There is no God but Allah, and Muhammad is his messenger."</li> <li>• It is one of the Five Pillars – the obligatory acts that all Muslims should follow</li> <li>• It is repeated in the call to prayer, 5 times a day, which increases taqwa. It is also the phrase repeated by reverts, whispered into the ears of a newborn and also at death</li> </ul>	3 AO1	Marks should be awarded for any combination of statements and/or development and/or exemplification.

Question	Indicative content	Marks	Guidance
(d)	<p><b>Explain the religious significance of hajj for Muslims.</b></p> <p>Learners might consider some of the following:</p> <p>AO1: Learners might refer to their knowledge and understanding of the hajj as the pilgrimage to Makkah that must be performed by Muslims at least once in a life time.</p> <p>It is one of the Five Pillars and so a commandment from Allah. Wearing ihram increases the sense of brotherhood felt by Muslims. On hajj there is no distinction between rich and poor or between nationalities.</p> <p>AO2: Learners might analyse the ways in which the hajj is significant of Muslims. For example, it requires a lot of effort as it is both physically and financially demanding. This demonstrates commitment and devotion to Allah when Muslims perform it.</p> <p>The rituals observed on hajj allow Muslims to focus solely on their relationship with Allah and increases taqwa.</p> <p>It also makes Muslims think about how they are living their lives and may encourage them to become better Muslims.</p>	<p><b>6</b></p> <p><b>4</b> AO1 <b>2</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
4 (4)	A <b>good</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Good selection of appropriate material with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Islam</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Good knowledge and understanding of the breadth and/or depth of the issues</li> </ul>	2 (2)	A <b>good</b> demonstration of analysis and evaluation in response to the question: <ul style="list-style-type: none"> <li>• Successful analysis and evaluation of the issue</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups</li> </ul>
3 (3)	An <b>adequate but under-developed</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Adequate understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate material with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Islam</li> <li>• Adequate knowledge and understanding of influence on individuals, communities and societies</li> <li>• Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues</li> </ul>		
2 (2)	A <b>limited</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Some understanding of the question shown through limited use of religious knowledge</li> <li>• Some material selected is appropriate but description is limited</li> <li>• Limited knowledge and understanding of different viewpoints within Islam</li> <li>• Limited knowledge and understanding of influence on individuals, communities and societies</li> <li>• Limited knowledge and understanding of the breadth and/or depth of issues</li> </ul>	1 (1)	<b>Some</b> demonstration of analysis and/or evaluation in response to the question: <ul style="list-style-type: none"> <li>• Some analysis and/or evaluation of the issue, which may be implicit or unsuccessful</li> <li>• Some analysis and/or evaluation of the significance and/or influence of the issue on different Muslim groups</li> </ul>
1 (1)	A <b>weak</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Weak understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Weak and/or a small amount of relevant information selected</li> <li>• Weak knowledge and understanding of different viewpoints within Islam</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> </ul>		
0 (0)	No response or no response worthy of credit.	0 (0)	No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
(e)*	<p><b>“The most important thing in life is to please Allah.”</b></p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> <li>Analyse and evaluate the importance of points of view, referring to common and divergent views within Islam</li> <li>Refer to sources of wisdom and authority.</li> </ul> <p>Learners might consider some of the following:</p> <p>AO1: Learners might describe and explain that the word Muslim means ‘one who submits’ and that Islam is a complete way of life. It can be argued therefore that everything a Muslim does is for the sole purpose of pleasing Allah.</p> <p>AO2: Learners might analyse and evaluate the extent to which Muslims have to do things which involve a level of personal sacrifice. Giving up money for zakat, avoiding things that are haram and undertaking the physical challenges of hajj are all done to please Allah.</p> <p>However, while it may be difficult to argue that pleasing Allah isn’t one of the purposes of a Muslim’s life there are many reasons why it may not be considered the sole purpose.</p> <p>Getting married and having a family is an important part of being a Muslim. However, having a family is a responsibility so it seems sensible that Muslims do not have families solely to please Allah.</p> <p>The Greater Jihad is about the personal struggle to be a good Muslim. You could argue that when a Muslim follows the Five Pillars and refrain from haram acts they are doing it not only to please Allah but also for self-development.</p> <p>The ummah is an important concept in Islam. Some of the things Muslims do are for the benefit of the ummah. Zakat and sawm are aimed at benefitting the ummah and trying to create a greater level of equality amongst Muslims. People who pay zakat and sadaqah are doing so to benefit the ummah not solely to please Allah.</p>	<p><b>15</b></p> <p><b>3</b> AO1 <b>12</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Islam</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	4 (10–12)	<p>A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Muslim groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul> <p><b><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></b></p>
2 (2)	<p>An <b>adequate but under-developed</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Adequate understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Islam</li> <li>• Adequate knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7–9)	<p>An <b>adequate but under-developed</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Muslim groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul> <p><b><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></b></p>
1 (1)	<p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Islam</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	2 (4–6)	<p>A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different views may be stated but with little or no development</li> <li>• Limited analysis and/or evaluation of the significance and/or influence of the issue on some Muslim groups</li> <li>• Response may contain some inaccuracies or misunderstanding of the issue in the stimulus</li> <li>• Little evidence of judgement on the issue in the stimulus</li> </ul> <p><b><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></b></p>
		1 (1–3)	<p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>• Response may be simplistic, purely descriptive and/or very brief</li> <li>• No attempt to offer judgement on the issue in the stimulus</li> </ul> <p><b><i>The information is communicated in a basic/unstructured way.</i></b></p>
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

AO Grid

Question	AO1	AO2	SPaG	Total
1a	3			3
1b	3			3
1c	3			3
1d	4	2		6
1e*	3	12	3	18
2a	3			3
2b	3			3
2c	3			3
2d	4	2		6
2e*	3	12		15
<b>Total</b>	<b>32</b>	<b>28</b>	<b>3</b>	<b>63</b>