

GCSE

Religious Studies A (World Religion(s))

Unit **B577**: Islam 1

(Beliefs, Special Days, Divisions and Interpretations)

General Certificate of Secondary Education

Mark Scheme for June 2016

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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.

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Annotations



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.

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. 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:
 - a. 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.
 - b. 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.
 - c. 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

2. 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.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. 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.

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, 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;
- 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.

SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use 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.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use 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>Threshold performance 1 mark</i>
Candidates spell, punctuate and use 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.

AO1 part (d) question


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

AO2 part (e) question

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


Question		Answer	Mark	Guidance
1	(a)	<p>Who is Allah? Responses might include:</p> <p>God</p> <p>One mark for response.</p>	1	
	(b)	<p>State two of the 99 names of Allah Responses might include:</p> <p>The Compassionate The Merciful The creator The Almighty The Provider</p> <p>One mark for each response.</p>	2	Credit may be given for English transliterations.
	(c)	<p>List three things Muslims might believe about Muhammad ﷺ Responses might include:</p> <p>He is the final prophet He is Seal of the prophets God spoke to him The Messenger of Allah He led the perfect Muslim life/The perfect person Muslims should try to follow his example.</p> <p>One mark for each response.</p>	3	Credit may be given to belief that he may have been illiterate

Question	Answer	Mark	Guidance
(d)	<p>Explain why belief in life after death might affect how a Muslim chooses to live.</p> <p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>Muslims believe not just in a life after death but also a Final Judgement leading to either hell or paradise/heaven. They will therefore want to avoid punishment in the afterlife as they believe they will be judged according to how they lived and the intentions behind their actions. To a Muslim, this life is a test. Therefore, Muslims believe there is definitely a life beyond this which is dependent upon how they live and behave now. They want to please Allah and be a good Muslim.</p> <p>As Muslims believe in Akhira and the possibility of punishment this will not only affect the way they live but also influence the job /career they choose.</p>	6	
(e)	<p>'The teachings of Muhammad pbuh are all a Muslim needs to guide them'</p> <p>Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following:</p> <p>Some candidates might agree with this statement saying that the examples and teachings of the Prophet are of extreme importance. Even though he may have lived some 1400 years ago, he is still relevant as his example and teachings are the Qur'an in action. He shows Muslims how they should live a life according to the Qur'an so hopefully gaining a place in paradise.</p> <p>Others might argue that he lived long ago in a world so very different from today; the way people live, what they believe, scientific knowledge and religious influence have changed enormously since the time of the Prophet, therefore, to try and follow his teachings could be very difficult so Muslims need more guidance and cannot rely just on the teachings of Muhammad pbuh. They could state that religious leaders could help them to interpret Muhammad's teachings so enabling them to be used as a guide to living in the present day.</p>	12	


Question	Answer	Mark	Guidance
	<p>Some might develop the idea that certain things such as people's attitudes towards God, issues of right and wrong, do not change They could also state that if you believe that Muhammad was the perfect Muslim, the example of the perfect life, then his teachings and his example really is all that is needed to guide them.</p> <p>Candidates might stress the importance of the Qur'an to Muslims and how nothing can be a better guide than the actual words of Allah. However, they may add that since the teachings of Muhammad are based on the Qur'an they may indeed be all they need to guide them through life.</p>		
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<p>State the name given to Friday midday prayers. Responses might include:</p> <p>Salat-ul-Jumu'ah Jumu'ah prayer</p> <p>One mark for response.</p>	1	
	(b)	<p>Name two places pilgrims might visit while on Hajj. Responses might include:</p> <p>Arafat Muzdalifah Mina Makkah Sacred Mosque Abraham's pillar Safa and marwah</p> <p>One mark for each response.</p>	2	Credit may be given to mention of Medinah (Mosque of the Prophet) as some Muslims will visit it whilst on hajj even though it is strictly not part of the hajj.
	(c)	<p>List three things Muslims should try to do during the month of Ramadan Responses might include:</p> <p>Fast from dawn to dusk Extra dua prayer Perform Tarawih Perform good deeds Read the whole Qur'an Give extra charity Spend more time with family and /or community</p> <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain why the actions done on Hajj are important to Muslims</p> <p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>When performing Hajj, Muslims are obeying Allah by completing one of the Five Pillars of their faith. By following Allah’s command, they are preparing themselves for Judgment Day. They are also following the example of Muhammad pbuh, whom they believe is the perfect Muslim, when they circle the kabah.</p> <p>Pilgrims are also remembering Ibrahim and his refusal to be swayed by Satan when they throw stones at the pillars in Mina; by this action, Muslims believe they are demonstrating their own rejection of Satan. When they travel between Safa and Marwah they remember the plight of Hajar and how God came to her aid. In standing before Allah at the Plain of Arafat they remember Muhammad’s last sermon; they also stand in prayer and seek forgiveness of their sins.</p> <p>Many Muslims would say the Hajj offers great spiritual benefits to the pilgrim. Also, as the various actions/customs are performed collectively it helps to strengthen both the world wide Ummah and the individual Muslim’s feeling of solidarity with fellow Muslims. Dressing in ihram demonstrates a belief in the equality of all before Allah as well as the individual’s humility before God. Mention might be made that although what is done on Hajj is extremely important, saying the Shahadah is most important as it contains the basic principle of Islam.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>'Sawm is the most important thing a Muslim can do.'</p> <p>Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following:</p> <p>Some candidates might argue that as Sawm is only one of the Five pillars then the statement is wrong as all Five Pillars are equal; they are all part of the faith and so must be performed. Also, all of Allah's commands are important and should be followed; no one is more important.</p> <p>Some might compare Sawm and Hajj stating that they have personal spiritual benefits and both are following in the footsteps of Muhammad pbuh so are equal in importance. Some might argue that on a social level, Sawm helps to develop understanding of the poor and needy and on a personal level it helps to develop control of basic human appetites which in turn shows devotion towards Allah. Others might argue that the Hajj and zakah also have social and personal benefits; they help to create a personal bond between the world-wide community as well as strengthening a Muslim's personal faith in Allah. For many Muslims, going on Hajj is so demanding that it is a once in a lifetime achievement and therefore holds greater significance than sawm. However, while some might argue that as sawm is annual it shows greater perseverance in personal faith as well as bringing the local community (and families) closer together, others could point to salat, the second pillar of Islam. They could argue that as prayer is done every day and on several occasions then surely it is the most important thing a Muslim can do.</p> <p>Some candidates might say that all Five Pillars are of equal importance; Allah did not differentiate so why should we? Also, Muhammad performed sawm and his daily prayers, paid charity and went on pilgrimage and made no distinction so Muslims should follow his example.</p> <p>A very different approach could be taken by some candidates who might develop the idea that what a Muslim does in their every day life, how they behave towards others, is what is really important.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question		Answer	Mark	Guidance
3	(a)	<p>What do all Muslims face when they perform salah? Responses might include:</p> <p>Towards the Kabah</p> <p>One mark for response.</p>	1	Do Not credit east!
	(b)	<p>Name the two largest divisions within Islam. Responses might include:</p> <p>Sunni Shi'ah / Shi'at Ali</p> <p>One mark for each response.</p>	2	
	(c)	<p>List three of the Rightly Guided Khalifahs. Responses might include:</p> <p>Abu Bakr Umar Uthman Ali</p> <p>One mark for each response</p>	3	
	(d)	<p>Explain different Muslim beliefs about the importance of the Mahdi (Hidden Imam).</p> <p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>This is the Muslim belief in the Hidden Imam, or The Mahdi, who will appear at the end of time. It is linked to the Shi'ah belief that Imams were descendants of Ali who were bearers of secret information. According to different traditions there were 5, 7 or 12 imams with the final one being the Hidden Imam. Some believe he is alive and giving guidance in the present generation. Others believe he will come at the end of time. Some believe that he is always present, just hidden.</p>	6	

Question		Answer	Mark	Guidance
		<p>It is a major distinction between Sunni and Shi'ah Muslims. Some candidates might mention that belief in the Mahdi is a mainly Shi'ah belief while many Sunnis are not holding it as that important. They may go on to say it is a major distinction between Sunni and Shi'ah Muslims.</p>		
	(e)	<p>'It is easy to practise a religion in the UK.'</p> <p>Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following:</p> <p>Some candidates might strongly agree with this statement stating that a strong feature of British life is tolerance. They might also point to the number and variety of religious places of worship, as well as Muslim, Jewish and Christian faith schools.</p> <p>Reference might be made to the fact that Muslims are allowed to publically practise their faith including allowing halal butchers, to wear 'Muslim' dress, have time off work/school to celebrate festivals; consideration given by employers and schools during Ramadan.</p> <p>Reference could also be made to similar allowances for members of the Jewish and Hindu faiths. Mention might be made of the feeling of tolerance shown towards members of a religious faith.</p> <p>However, others might present a very different view with the rise of anti Muslim and anti Semitic feelings often showing itself in the lack of respect for 'Muslim' and Jewish dress customs. They might also say that many Muslims perceive public criticism of Islam and its beliefs and practices, (whether it is to do with dress, Shariah law or the ritual slaughter of animals) so therefore making the practise of the faith in the UK very difficult.</p> <p>Candidates might argue that some Christians feel it is now difficult to express their beliefs in public with the issue around wearing religious emblems /symbols and the often public criticisms of faith schools.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	
			Total	51

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