

# **Religious Studies**

Advanced Subsidiary GCE

Unit **G578**: Islam

## **Mark Scheme for January 2012**

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Question		Indicative Content	Marks	Guidance
1	(a)	<p><b>AO1</b></p> <p>'Imam' means 'in the front' and candidates might introduce the explanation by describing worship in the mosque and how an Imam, facing the mihrab in the qiblah wall, leads the congregation in the rakahs. Both worship and daily life should be addressed but not necessarily in equal proportions.</p> <p>Explanations might also include worship in the mosque on Friday at Salat-ul-Jumu'ah when Muslims, particularly the men, gather in obedience to the Qur'an for Zuhr prayers, just after midday. Candidates are likely to explain the importance of giving the khutbah (sermon), in the vernacular, and the importance for the community of the discussions afterwards.</p> <p>Responses might include details of other responsibilities of an Imam, possibly in particular Muslim communities, especially where the situation necessitates adaptations such as those in the larger Muslim communities in the United Kingdom. The madrassah is likely to feature.</p> <p>Responses are likely to make it clear in the explanations, implicitly or explicitly, that the role of an Imam is neither that of a priest nor as a representative of any established hierarchical structure. Candidates may refer to the Shi'ah Muslim use of the word 'Imam' and this is acceptable but not essential.</p>	25	

Question	Indicative Content	Marks	Guidance
(b)	<p>Candidates are free to argue either way but they need to be sensitive to the attitudes and beliefs of Muslims in their discussion and should try to present a balanced response.</p> <p>Candidates may wish to qualify the stimulus statement by querying the significance of particular words such as 'properly' and this may constitute other points of view.</p> <p>As part of the response, there might be discussions about the function of a mosque as a place of prostration and candidates might refer back to their response to the first part of the question.</p> <p>Some candidates might take the opportunity to make reference to the range of responsibilities of an Imam besides his obvious role as leader of prayers, e.g. teaching Arabic, presiding over festivals, giving the khutbah on Salat-ul- Jumu'ah etc.</p>	10	

Question	Indicative Content	Marks	Guidance
2 (a)	<p><b>AO1</b></p> <p>Responses might include an introductory definition of the hajj in the context of the Five Pillars. Description of what the pilgrimage entails is worth some credit but full accounts are not essential. Candidates are free to deal with ‘historical’ and ‘religious’ origins together or separately as best fits their explanations but both historical and religious aspects should be addressed though not necessarily in equal proportions.</p> <p>Some candidates might explain that the Qur’an calls Muslims to “complete the Hajj or ‘Umrah in the service of Allah”. Candidates are likely to know from their studies about Muhammad ﷺ that he performed the lesser pilgrimage several times but went on the hajj and gave his final sermon from Arafat in 632 CE.</p> <p>Responses might show awareness of the fact that the essential parts of the hajj are the four rites which are obligatory in the Qur’an: putting on Ihram, circling the Ka’bah, going to Arafat and making the last tawaf on the return.</p> <p>Full explanations are likely to trace the origins back to times before Muhammad ﷺ. Candidates might explain, for example, that Muslims believe that the Ka’bah, the Baitullah, lies directly below the throne of Allah and is the place where Allah began creating the world and Muhammad ﷺ was restoring traditions which go back to Ibrahim, Ishmael and to Adam.</p>	25	

Question	Indicative Content	Marks	Guidance
(b)	<p><b>AO2</b></p> <p>Candidates might use the compulsory nature of hajj in their discussion. This pillar is an act of 'ibadah and is made during the month of Dhul Hijjah and must be observed once in a lifetime by all individual Muslims who are physically and mentally able to do so as long as their dependants do not suffer hardship.</p> <p>There are many factors that might be used to illustrate the impact of the solidarity of hajj, including the fact that the commitment and achievement of individuals also strengthens the whole community. Visually, the hajj is one of the greatest symbols of the unity of the ummah.</p> <p>Candidates are free to come to any conclusion but discussions should be based on accurate information. Effective arguments are likely to demonstrate understanding that the journey from the first declaration of niyyah through the countless proclamations of the Talbiyah (proclamation of obedience) is for the glory of Allah, not for the glory of the pilgrim.</p>	10	

Question		Indicative Content	Marks	Guidance
3	(a)	<p><b>AO1</b> Full responses are expected to address the historical and the geographical and the religious background but not necessarily in equal proportions nor separately.</p> <p>When and where might simply and accurately be '7<sup>th</sup> century in Arabia' but responses need to engage with significant facts in the explanations to reach the higher levels of response. Makkah was wealthy because it was on a spice route at an intersection with other trade routes. The town had grown up round the Zamzam well and the sanctuary of the Ka'bah.</p> <p>Not only the polytheistic situation in Makkah but the wider background of the traditional religions of the fertile crescent along the trade routes need to be explained. Some routes came from Alexandria and candidates may have encountered a variety of theories about the development of Judaism in the Diaspora and Christianity in Africa.</p> <p>The ethical monotheism of Judaism and Christianity, as well as the dualistic approach of Zoroastrianism, are all key areas of influence but also the mystical monotheism of, for example, the Hanifs.</p>	25	

Question	Indicative Content	Marks	Guidance
(b)	<p><b>AO2</b> Discussions about the Qur'an as a new revelation might take a variety of directions though they all need to be based on accurate facts and demonstrate understanding of the status of Muhammad ﷺ and the authority of the Qur'an for Muslims.</p> <p>Some candidates might to refer back to information from the first part of the question to argue that the message was new to the contemporaries of Muhammad ﷺ in that it was the start of Islam and a total contrast to the polytheism and animism of pre-Islamic Arabia.</p> <p>Others might use the fact that Muhammad is known as the seal of the prophets and the revelation is called the final one to draw attention to the existence of previous revelations.</p> <p>Arguments about the extent to which it can be described as a new revelation might be supported by information about the Quranic references to previous prophets and books before Muhammad ﷺ. The earlier revelations referred to in the Qur'an are the Sahifah to Ibrahim, the Tawrah to Musa, the Zabur to Dawud and the Injil to Isa.</p>	10	

Question		Indicative Content	Marks	Guidance
4	(a)	<p><b>AO1</b></p> <p>Shirk is mentioned in the specification mainly under beliefs but also in connection with the mosque as the reason why there are neither pictures nor statues and candidates might explain that Allah is far beyond human imagination and cannot be compared to anything or anyone else.</p> <p>Shirk (also Ishrak) is 'association' and mainly refers to regarding anything as being equal or partner to Allah. Candidates are likely to use Christianity besides idolatry and polytheism as a counterfoil example in their explanations.</p> <p>Responses might include the relevant Mosaic commandments to explain why making and bowing down to images is forbidden.</p> <p>Shirk is found in the specification with Tawhid and, when explaining the Muslim monotheistic belief system, the concepts of transcendence and immanence are likely to feature and candidates might use the set texts (Surahs 1 and 96) to demonstrate their understanding of Muslim theology.</p> <p>Others might refer to the Sunnah of the Prophet and how when he finally took Makkah, he went straight to the Ka'bah, rode round it seven times and then cleansed it by destroying all the idols.</p>	25	

Question	Indicative Content	Marks	Guidance
(b)	<p><b>AO2</b></p> <p>Candidates who have linked Shirk with the importance and centrality of Tawhid in part (a) might continue to argue that these teachings are fundamental and therefore essential for all Muslims wherever they are living.</p> <p>With reference to non-Muslim countries the responses may be extremely wide and varied or might, potentially equally effectively, put the focus on one particular country as a key exemplar.</p> <p>The influence of the media might feature in examples, eg the modern cult of celebrities, but the strongest arguments are likely to be those that also concentrate on linking the non-Muslim environment with the Muslim teaching and demonstrate understanding of the significance in Islam of avoiding Shirk.</p>	10	

## APPENDIX 1 – AS LEVELS OF RESPONSE

Band	Mark /25	AO1	Mark /10	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"> <li>little relevant material</li> <li>some concepts inaccurate</li> <li>shows little knowledge of technical terms</li> </ul> <p style="text-align: right;"><i>a.c.i.q</i></p>	1-2	very little argument or justification of viewpoint <ul style="list-style-type: none"> <li>little or no successful analysis</li> <li>views asserted with no justification</li> </ul> <p style="text-align: right;"><i>v lit arg</i></p>
Communication: often unclear or disorganised; can be difficult to understand; Spelling, punctuation and grammar may be inadequate				
2	6-10	a basic attempt to address the question <ul style="list-style-type: none"> <li>knowledge limited and partially accurate</li> <li>limited understanding</li> <li>selection often inappropriate</li> <li>might address the general topic rather than the question directly</li> <li>limited use of technical terms</li> </ul> <p style="text-align: right;"><i>b att</i></p>	3-4	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> <li>some analysis, but not successful</li> <li>views asserted with little justification</li> </ul> <p style="text-align: right;"><i>b att</i></p>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	11-15	satisfactory attempt to address the question <ul style="list-style-type: none"> <li>some accurate knowledge</li> <li>appropriate understanding</li> <li>some successful selection of material</li> <li>some accurate use of technical terms</li> </ul> <p style="text-align: right;"><i>sat att</i></p>	5-6	the argument is sustained and justified <ul style="list-style-type: none"> <li>some successful analysis which may be implicit</li> <li>views asserted but not fully justified</li> </ul> <p style="text-align: right;"><i>sust / just</i></p>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	16-20	a good attempt to address the question <ul style="list-style-type: none"> <li>accurate knowledge</li> <li>good understanding</li> <li>good selection of material</li> <li>technical terms mostly accurate</li> </ul> <p style="text-align: right;"><i>g att</i></p>	7-8	a good attempt to sustain an argument <ul style="list-style-type: none"> <li>some effective use of evidence</li> <li>some successful and clear analysis</li> <li>considers more than one view point</li> </ul> <p style="text-align: right;"><i>g att</i></p>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	21-25	a very good / excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> <li>very high level of ability to select and deploy relevant information</li> <li>accurate use of technical terms</li> </ul> <p style="text-align: right;"><i>vg/e att</i></p>	9-10	A very good / excellent attempt to sustain an argument <ul style="list-style-type: none"> <li>comprehends the demands of the question</li> <li>uses a range of evidence</li> <li>shows understanding and critical analysis of different viewpoints</li> </ul> <p style="text-align: right;"><i>vg/e att</i></p>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

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