

GCE

Religious Studies

Unit **G588**: Islam

Advanced GCE

Mark Scheme for June 2017

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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

Annotation	Meaning
	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.

Question		Answer/Indicative content	Mark	Guidance
1		<p>AO1</p> <p>Candidates might approach this question synoptically bringing in knowledge from the sections on the Qur'an, the Sunnah and Shari'ah as bases for Muslim life, the concept of jihad and the ummah and its implications for Muslim ethics.</p> <p>Candidates might start by explaining that the ummah means a group or nation and refers to the worldwide community of Muslims (Ummah Islamiyyah). They may go on to explain that the ummah transcends political, ethnic and national boundaries and represents a universal world order.</p> <p>Candidates might explain the main sources of Islamic ethics. For example, the Qur'an is the ultimate source of authority for Muslims - this is because it contains the words of Allah who is the source of morality. The Sunnah of the Prophet is also a source of moral authority along with the Shari'ah (Islamic law).</p> <p>Some candidates might also describe how the Shari'ah was formulated and explain the different sources that were used by the respective law schools in formulating the Islamic law.</p> <p>AO2</p> <p>Candidates might discuss the idea that every Muslim is accountable to Allah for his or her own actions on the day of judgement. The ummah, however, is the worldwide community of Muslims so when it comes to making ethical decisions you could argue that the ummah is irrelevant.</p>	35	

Question		Answer/Indicative content	Mark	Guidance
2	AO1	<p>Other candidates, however, may discuss the fact that the ummah is made up of individual Muslims. This means that the ethical decisions Muslims make have an impact on the ummah. The choices that individuals make can, in some cases, either strengthen or weaken the ummah and so Muslims need to consider this when making ethical decisions. This could be used to argue that the ummah is, therefore, not irrelevant for Muslims when making ethical decisions.</p> <p>Some candidates might also argue that as the Qur'an has ultimate authority for Muslims it is the only thing that they need to consult when making ethical decisions. This means that the ummah could be considered irrelevant.</p> <p>Other candidates might point out that the Shafi'ite law school used ijma (concensus) as a secondary source when formulating the shari'ah. This particular law school interpreted the ijma as the entire community and it could be used to show that the ummah does have a role in ethical decision making. So it could be argued that the ummah is not irrelevant for Muslims when making ethical decisions.</p> <p>Critically assess the view that Sufism is the truest form of Islam.</p> <p>Candidates might start by explaining that there are three main forms of Islam which are Sunni, Shi'a and Sufi Islam. They may go on to describe the origins of the three forms - explaining how the Shi'a-Sunni split came about as a</p>	35	

Question	Answer/Indicative content	Mark	Guidance
	<p>result of a disagreement over succession following the death of Muhammad pbuh.</p> <p>Some candidates might also explain that while the Sunni-Shi'a division is a sectarian one, Sufism is a mystical form of Islam that transcends these divisions.</p> <p>Candidates might describe the main principles of Sufi Islam. The aim of a Sufi is to dedicate oneself to the worship of Allah and in doing so disregarding the material pleasures of the world around us. They may go on to explain that Sufis belong to orders (Tariqas) and rely on teachers in order to help them to achieve fana.</p> <p>Some candidates might go on to explain that as well as observing the five pillars of Islam, like other Muslims, Sufis also take part in a number of practises that are specific to Sufism. For example, Sufis practice dhikr which is remembrance and involves repeating the 99 names of Allah as a way of getting close to Him. They may also engage in poetry, music and dancing as a way of attaining the state of fana.</p> <p>Candidates might also give a brief explanation of the main differences between Sunni and Shi'a Islam.</p> <p>AO2 Candidates might argue that Sufism could be regarded as the truest form of Islam because it transcends sectarian divisions. They may say that as Sufis can be found from within both Sunni and Shi'a Islam this suggests it has universal appeal for Muslims and so could be seen as the purest form.</p> <p>Some candidates might argue that it could be regarded as the truest form of Islam as it is focused on worship and</p>		

Question	Answer/Indicative content	Mark	Guidance
3	<p>dedication to Allah – arguably to a larger extent than in Sunni and Shi’a Islam. This along with an emphasis for Sufis on avoiding all forms of materialism mean that Sufism is centred around the concept of tawhid. Tawhid is the most important belief in Islam and so for this reason Sufism may be the truest form.</p> <p>Other candidates might argue that Sufism promotes and encourages practises that some Muslims would consider un-Islamic. For this reason it is difficult to say that Sufism is the truest form of Islam.</p> <p>Candidates might also argue that all Muslims share the same core beliefs and so it would be wrong to assert that one form is a truer version of Islam than the others.</p> <p>Critically assess the view that Umar’s reign had the greatest impact on the spread of Islam.</p> <p>AO1 Candidates might start by explaining that after the death of Muhammad <small>pbuh</small> it was decided that the Islamic community needed someone to continue to lead it. They may go on to explain that for the first 29 years after his death there were four caliphs who consecutively led the Islamic community and contributed to the spread of Islam.</p> <p>Candidates are likely to name the four caliphs and the</p>	35	

Question	Answer/Indicative content	Mark	Guidance
<p>AO2</p>	<p>order of their respective reigns. The first caliph being Abu Bakr (Muhammad's ^{pbuh} father-in-law), the second caliph was Umar ibn al-Khattab, the third caliph was Uthman ibn Affan and the final caliph was Ali ibn Abi Talib (Muhammad's ^{pbuh} son-in-law).</p> <p>Some candidates might explain the four caliphs are viewed very differently by Shi'a and Sunni Muslims. This might include an explanation that Sunni Muslims refer to the four as the Rashiduun (Rightly Guided). In contrast to this Shi'a Muslims do not accept the leadership of the first three caliphs, believing that Muhammad ^{pbuh} had chosen Ali (his son-in-law) to take over the leadership in his final sermon.</p> <p>Candidates might describe some of the main achievements that the caliphs made during the 29 years of their leadership. This might include the idea that their period of rule saw the establishment of Islamic rule over the heartlands of the Middle East and laid the foundations for further expansions through conquests.</p> <p>Other candidates might pick up on some of the individual contributions made by the four caliphs towards the spread of Islam. For example, Abu Bakr has been credited by many as laying the basis for modern Islamic democracy. Umar is said to have set up many of the fundamental institutions of the Islamic state. Uthman is most famously known for having canonised the Qur'an and Ali was applauded by many Muslims for his desire to redress the social and political injustices of the downtrodden.</p> <p>Candidates might discuss the things that Abu Bakr</p>		

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	<p>accomplished during his reign as caliph. He was responsible for introducing the ideas of shura (consultation), aqd (contracts between rulers and those they ruled) and bayah (an oath of allegiance) into Islamic society. In doing so he unified Arabia and gave it stability allowing for the future expansion of the Islamic Empire. This could be used to argue that it was his reign, rather than Umar's, that had the greatest impact on the spread of Islam.</p> <p>Some candidates might argue that Uthman, rather than Umar, had the greatest impact on the spread of Islam. This is because he was responsible for canonising the Qur'an.</p> <p>Other candidates might argue that Shi'a Muslims don't accept the legitimacy of the first three caliphs. For this reason Shi'as are likely to argue that Ali was the only caliph who had any real impact on the spread of Islam.</p> <p>Candidates might also discuss the idea that Umar was a skilled military leader who was responsible for overseeing the largest expansion of the Islamic Empire. For this reason he could be regarded as having had the greatest impact on the spread of Islam.</p> <p>Some candidates might simply discuss the idea that it was the collective achievements of the four caliphs that contributed to the spread of Islam. They might use this to argue that each reign had an equal impact on the spread of Islam.</p>		

Question			Answer/Indicative content	Mark	Guidance
4		AO1	<p>'Islamic teachings on wealth make living in non-Muslim countries impossible.' Discuss.</p> <p>Candidates might explain that there are a variety of teachings on wealth to be found in the Qur'an, the Sunnah, the Hadith and the Shari'ah.</p> <p>Some candidates might describe how Muslims believe that all wealth comes from Allah. They are taught that wealth is not to be hoarded and should be used to help those in need. In order to encourage this Muslims are taught that giving away your wealth doesn't decrease it because you become spiritually richer in return.</p> <p>Candidates might explain that Muslims are taught that they shouldn't be extravagant with their money. They are</p>	35	

Question	Answer/Indicative content	Mark	Guidance
	<p>also taught that to waste or abuse wealth is wrong.</p> <p>Candidates might go on to explain some of the specific teachings on wealth that can be found in the Qur'an. For example, Muslims are forbidden from lending money if riba (interest) is charged on it. They may refer to surah 30:39 in order to illustrate this teaching.</p> <p>Candidates might also refer to teachings on inheritance, gambling, zakat and work. For example, gambling is forbidden in the Qur'an (surah 5:91) and it is taught that work is incumbent on all able Muslims but some occupations are considered haram.</p> <p>AO2 Candidates might discuss the idea that Muslim countries are able to have an economic system that follows Islamic teachings on wealth and adheres to the Shari'ah. For this reason it could be argued that it is certainly more difficult to follow Islamic teachings on wealth in non-Muslim countries.</p> <p>Some candidates may discuss the idea that there are many aspects of society in non-Muslim countries that may combine to make it impossible for Muslims to live completely in accordance with Islamic teachings. For example, in Britain gambling is permitted in a variety of forms, banks and loan companies charge interest on borrowed money and there are a variety of occupations that are deemed un-Islamic.</p> <p>However, candidates might argue that, while it might involve a greater level of effort, it is not impossible to follow Islamic teachings on wealth in non-Muslim</p>		

Question	Answer/Indicative content	Mark	Guidance
	<p>countries. There are Islamic banks in many non-Muslim countries and Muslims are free to refrain from any practices that are contrary to Islamic teachings on wealth, should they wish to do so.</p>		

Question		Answer/Indicative content	Mark	Guidance
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

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