

General Certificate of Secondary Education
Religious Studies A (World Religion(s))
Islam 1 (Beliefs, Special Days, Divisions and Interpretations)
Specimen Paper

B577

Time: 1 hour

Candidates answer on the question paper.
Additional materials: none

Candidate
Forename

Candidate
Surname

Centre
Number

--	--	--	--	--

Candidate Number

--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

FOR EXAMINER'S USE ONLY	
1	
2	
3	
TOTAL	

This document consists of **9** printed pages and **3** blank pages.

Answer **TWO** questions (parts a, b, c, d and e should be answered for **each** question).

1 (a) Who was Muhammad ﷺ?

..... [1]

(b) Give two reasons why Muhammad ﷺ is important to Muslims.

.....
.....
..... [2]

(c) Where and when did Muhammad ﷺ receive his first revelation? Who spoke to him?

.....
.....
.....
..... [3]

(d) Explain the reasons why Hajj to Makkah is important for Muslims.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [6]

BLANK PAGE

BLANK PAGE

BLANK PAGE

Copyright Acknowledgements:

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2012

RELIGIOUS STUDIES A (WORLD RELIGION(S)) J620

Unit B577: Islam 1 (Beliefs, Special Days, Divisions and Interpretations)

Specimen Mark Scheme

The maximum mark for this paper is **51**.

INSTRUCTIONS TO EXAMINERS

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 0 0	No evidence submitted or response does not address the question.
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 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 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 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


AO2 part (e) question

Level 0 0	No evidence submitted or response does not address the question.
Level 1 1-3	A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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 • Errors of grammar, punctuation and spelling may be intrusive
Level 2 4-6	A limited answer to the question. Candidates will demonstrate some understanding of the question. <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 • There may be errors in spelling, grammar and punctuation
Level 3 7-9	A competant answer to the question. Candidates will demonstrate a sound understanding of the question. <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 • There may be occasional errors in spelling, grammar and punctuation
Level 4 10-12	A good answer to the question. Candidates will demonstrate a clear understanding of the question. <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 • Few, if any errors in spelling, grammar and punctuation


Question Number	Answer	Max Mark
1(a)	<p>Who was Muhammad ﷺ?</p> <ul style="list-style-type: none"> • Seal of the Prophets; <p>OR</p> <ul style="list-style-type: none"> • established Islam. 	[1]
1(b)	<p>Give two reasons why Muhammad ﷺ is important to Muslims?</p> <ul style="list-style-type: none"> • He received the Qur'an, Allah's actual words; • the Shahadah; • he is the final prophet not to be worshipped. 	[2]
1(c)	<p>Where and when did Muhammad ﷺ receive his first revelation? Who spoke to him?</p> <ul style="list-style-type: none"> • The cave on Mount Nur; • Mhllh month/Ramadam; • the Angel Jibril. 	[3]
1(d)	<p>Explain the reasons why Hajj to Makkah is important for Muslims.</p> <p>Candidates might include:</p> <ul style="list-style-type: none"> • important historical facts which link Makkah with Muhammad ﷺ and the start of Islam; • consideration of the earlier connections of Makkah with Adam and with Ibrahim (Abraham) which had established Makkah as an important religious centre; • the Hajj to Makkah is likely to feature because of its ongoing significance as one of the Five Pillars; • the Ka'bah is the focal point at the centre of the Great Mosque in Makkah and some candidates might refer to its religious importance e.g. for prayer. Others might include its theological significance in that the Ka'bah is called Baitullah, the House of God, because it is believed to be directly below the throne of God and where Allah began creating the earth. 	[6]

Question Number	Answer	Max Mark
1(e)	<p>'You don't have to keep all of the Five Pillars to be a good Muslim.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer</p> <p>Candidates might:</p> <ul style="list-style-type: none"> • argue for the importance of each of the Five Pillars in turn as acts of ibadah, worship and obedience; • explore what exactly constitutes 'a good Muslim'; • explain that merciful exemptions from duty exist in Islam and accurate information about, for example, those who need not fast or situations where Muslims should not go on pilgrimage might feature in their discussion; • show the relationship of the Shahadah to the other four pillars and the interrelationship of all aspects of Islam and suggest the overriding importance of Shahadah or alternatively argue that the interrelationship shows equality of importance of each pillar as they constitute a whole. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]




Question Number	Answer	Max Mark
2(a)	<p>What is Id-ul-Fitr?</p> <ul style="list-style-type: none"> • The end of Ramadan; <p>OR</p> <ul style="list-style-type: none"> • the start of Shawwal. 	[1]
2(b)	<p>Give two ways in which Muslims celebrate Id-ul-Fitr.</p> <ul style="list-style-type: none"> • The Id begins when the new moon appears (officially when it can be seen in Makkah); • fireworks and cannons; • description of the preparations for the celebration; • explain that cards, decorations, presents are exchanged to celebrate the successful end of a month's fasting; • Muslims wear new clothes, greet each other with 'Id Mubarak' and visit friends and relations as well as going to visit the graves of the dead; • describe how prayers are said before the presents are opened and the feasting begins; • describe the large gatherings at the mosque for Id prayer; • refer to the payment of Zakat-ul-Fitr. 	[2]
2(c)	<p>Why is Id-ul-Fitr important for Muslims?</p> <ul style="list-style-type: none"> • Celebrates the successful completion of Ramadan; • Muhammad told his followers to observe it; • Muslims thank Allah for his gifts and strength and help during the difficult time of fasting. 	[3]


Question Number	Answer	Max Mark
2(d)	<p>What is the importance of Id-ul-Adha for Muslims?</p> <p>Candidates might include:</p> <ul style="list-style-type: none"> • Id-ul-Adha is a three day annual festival (10th-13th Dhul Hijrah) which occurs during Hajj (the pilgrimage to Makkah) and is celebrated by all Muslims; • explanation that it shows the solidarity of all Muslims with those on Hajj (which is one of the Five Pillars). It is joyful but also serious because of the meaning of the symbolic actions during the pilgrimage; • among the significant actions and themes, candidates might explain: • offering animal sacrifices to remember Ibrahim's willingness to sacrifice Ishmael; • the stand on Arafat prefiguring the Last Judgement; • following the example of Muhammad ﷺ and obeying his last sermon. 	[6]
2(e)	<p>'Fasting during Ramadan is more important to a Muslim's religious life than celebrating the Id festivals.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • fasting teaches Muslims self-discipline, self restraint and generosity; • it is a time for spiritual reflection, and fasting assists in this as it focuses the believer's mind on sacrifice and devotion to Allah; • fasting is a gift to Allah; • it is an activity performed by all Muslims together across the world and it shows the solidarity of the Ummah; • the fast is an act of worship which brings the believer closer to Allah. • Id's are more important: <ul style="list-style-type: none"> ○ Adha – what it remembers in the history of Islam (Ibrahim's willingness to sacrifice Ishmael, the Last Judgement, the example of Muhammad ﷺ and obeying his last sermon) and that it is known as the 'Great Festival'; ○ Adha as the end of the Hajj; ○ sharing sacrificial meat with families and with the poor; ○ Fitr – brings Muslims together in celebration as a community, promotes a positive attitude towards Islam in a non-Muslim country; ○ Fitr is the celebration of the end of Ramadan and it is seen as a reward for the successful fasting. <p>Candidates may take opposing views but may say that both are equally important as they were recommended by Muhammad ﷺ.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Question Number	Answer	Max Mark
3(a)	<p>Why did the split in Islam happen?</p> <p>There was an argument about the succession to the leadership of Muhammad ﷺ.</p>	[1]
3(b)	<p>Give two Shi'a beliefs.</p> <ul style="list-style-type: none"> • Beliefs about the Khalifahs; • there is a secret hidden meaning in the Qur'an; • Imams had special divine authority, did not sin and could perform miracles; • inspiration and authority of Imams make it difficult to believe Muhammad ﷺ is 'the seal of the prophets'; • death of Husayn can bring salvation from sins and entry into heaven; • Loyalty to the house of the prophet. 	[2]
3(c)	<p>Give three Sunni beliefs.</p> <ul style="list-style-type: none"> • Beliefs about the Khalifahs; • Some accept transmigration of souls; • Emphasise submission to Allah; • Emphasise the power and sovereignty of Allah; • Accept authority of the Qur'an as the word of Allaah and the Sunnah which can be traced back reliably to Muhammad ﷺ. 	[3]
3(d)	<p>Explain how living in the UK might affect Salah.</p> <p>Candidates might explain:</p> <ul style="list-style-type: none"> • Issues to do with in recognising the time for prayer; • About difficulties to do with stopping work to perform the full ritual; • How Muslims may adapt the rituals to silent prayer; • How the distance from places of worship makes regular prayer with other Muslims difficult. 	[6]

Question Number	Answer	Max Mark
3(e)	<p>‘It is easier to be a true Muslim in a Muslim country.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer</p> <p>Candidates might include:</p> <ul style="list-style-type: none"> • Discussion of the difficulties in observing the Five Pillars in a non-Muslim country; • The ease of getting to Makkah and following the Sunnah of the Prophet in a Middle Eastern environment; • Issues which involve Islam and reflect contemporary political, cultural and religious conflicts and current affairs; • Consideration of what constitutes a ‘true’ Muslim. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
Paper Total:		[51]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	SPaG*	Total
1(a)	1			1
1(b)	2			2
1(c)	3			3
1(d)	6			6
1(e) 		12	3	12
2(a)	1			1
2(b)	2			2
2(c)	3			3
2(d)	6			6
2(e) 		12	3	12
3(a)	1			1
3(b)	2			2
3(c)	3			3
3(d)	6			6
3(e) 		12	3	12
Totals	24	24	3	51

** Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.*