



**General Certificate of Secondary Education  
June 2011**

**Religious Studies**

**405008**

**Specification A**

**Unit 8      *Islam***

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

## Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

## Levels of Response Marking

Levels of Response marking requires a quite different approach from the examiner than traditional 'point for point' marking. It is essential that the **whole response is read** and allocated to the level it **best fits**.

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the candidate's work. It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level.

If a candidate demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** of a question (see mark scheme) when there is any doubt as to the relevance of a candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates will produce a wide range of responses to each question.

## Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

Candidates will be given credit for reference to diversity in belief and practice within Islam.

## PART A

### A1 The Five Pillars

- (a) *Explain the importance of shahadah to Muslims.*

**Target: Understanding of the importance of shahadah to Muslims**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

Shahadah is the foundation of Islam / there is nothing more important than the belief in one God and in his messenger, Muhammad / it is the statement of belief which unites all believers / it is the basis of the faith / shows Tawhid / shows Risalah / the other four pillars simply put the two statements of faith into practice / they help Muslims develop strengths they will need if they are going to live up to their faith / last words spoken before someone dies / one of the 5 pillars.

**(3 marks) AO1**

- (b) *Describe briefly the purpose of salah (prayer).*

**Target: Knowledge and understanding of the purpose of salah**

**Candidates may include some of the following points:**

The prayer is to maintain regular contact with Allah / shows the unity of believers at set times / to purify a Muslim / to remind them of how great God is / to help Muslims admit to any way in which they have failed God since their last prayer / Muslims may lose their faith if they don't pray / in reciting the Qur'an in prayer, Muslims are reminded of its teaching and that they are God's servants

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

**(2 marks) AO1**

**(c) Describe briefly how Muslims give zakah tax.**

**Target: Knowledge of how Muslims give zakah**

**Candidates may include some of the following points:**

Zakah may be put in collection boxes at the mosque / paid to a Muslim charity like Muslim Hands / may be paid directly to someone who needs it / could be collected by a Muslim government of a country / give in kind.

2 marks for a developed answer or more than one point.

**(2 marks) AO1**

**(d) ‘Hajj is the least important Pillar of Islam.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.**

**Target: Evaluation of the significance of the hajj**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree:**

The other pillars of faith are performed more regularly and are therefore more significant / the other pillars feature more regularly in the daily life of a Muslim / nothing can be more important to Muslims than the Shahadah or Salat / cost is prohibitive.

**Other views:**

It is still a pillar of faith and there is no hierarchy / it shows the ummah and equality more than the other pillars / it recalls one of the most important events in Islamic history / once in a lifetime shows most important.

**(6 marks) AO2**

**A2 Worship**

- (a) ***Explain briefly the importance of adhan (the call to prayer) for Muslims.***

**Target: Understanding of the importance of the adhan for Muslims**

**Candidates may include some of the following points:**

It is a reminder of some of the most important truths of Islam / to remind Muslims that they should stop whatever they are doing to make time for prayer / spoken into the ear of a newborn baby so that it is one of the first sounds the child hears / first thing said when Muslims move into a new house.

2 marks for a developed answer or more than one point.

**(2 marks) AO1**

- (b) ***Explain the role of the Imam in the mosque.***

**Target: Understanding of the role of the Imam in the mosque**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

He is a prayer leader / he is the leader of the mosque employed by the mosque committee / preaches the sermon / conducts funerals and provides guidance in the mosque on all matters of Muslim belief and behaviour / to make the mosque an important centre for all Muslims.

**(3 marks) AO1**

- (c) ***Describe the purpose of the Madrassah.***

**Target: Knowledge of the purpose of a Madrassah**

**Candidates may include some of the following points:**

As a school / young Muslims can do their Islamic study there / place for Muslims to learn the Qur'an / place to learn Arabic / children learn how to be a good Muslim / runs Qur'an study groups for adults / offers courses to parents to show how to bring up their children.

**(3 marks) AO1**



**(d) 'It is possible to be a good Muslim without attending the mosque'.**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.**

**Target: Evaluation of the need to attend a mosque if you are a Muslim**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree:**

Good Muslim is about more than going to mosque / actions are more important / anywhere is a mosque / prayer is the duty not going to the mosque.

**Other views:**

Attending the mosque is a constant reminder of Allah in the community / It is good to have habitual practices / the idea of the ummah is strengthened / the spiritual side of life is infinitely more important than the practical side / importance of jummah prayers on a Friday for men / worship is not a duty / value of collective worship / learn about Islam from the mosque.

**(6 marks) AO2**

### A3 Personal lifestyle

**(a) Explain briefly what is meant by ummah.**

**Target: Knowledge and understanding of ummah**

**Candidates may include some of the following points:**

It is the brotherhood and sisterhood of Islam / it is the worldwide community of believers who are linked by faith and not by birth / the concept means to support each other / linked by a shared language, the Qur'an and prayers / it is more than a blood relationship, the concept ranks higher than this to show that nothing should get in the way of Islam.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

**(2 marks) AO1**

**(b) Explain what Islam teaches about the use of alcohol.**

**Target: Understanding of Islamic teaching about the use of alcohol**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

Dangers of drunkenness / Allah has prohibited for a reason / says so in the Qur'an / it is haram (forbidden) / there are more important things to focus on such as prayer and the other five pillars of faith than to be concerned about alcohol / people damage their health through alcohol / can confuse the mind and lead to irrational thoughts and actions.

**(3 marks) AO1**

(c) ***‘Wearing the hijab protects Muslim women’.***

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view***

**Target: Evaluation of Muslim dress**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:****Agree:**

It shows respect and dignity / it is commanded in the Qur'an for protective reasons / surah 33 says 'tell your wives and daughters...to wrap their clothes around themselves so that they are recognized and won't get hurt' / the whole idea is that dress is meant to protect the wearer and prevent Muslims from taking too much pride in their appearance / a way of developing the type of relationship between men and women that Islam requires.

**Other views:**

It is out of date in the modern world / it denigrates women / it makes women look like second class citizens as they cannot choose what to wear / it is not applicable dress for women in some societies now that Islam is a worldwide religion / it implies the separation of men and women which is not healthy.

**(6 marks) AO2****A4 Justice, Equality and Zakah****(a) Explain what Islam teaches about racial prejudice.****Target: Understanding of Islamic teachings about racial prejudice**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Islam teaches tolerance and understanding between races / when Muhammad set up the Muslim community in Makkah he gave religious freedom to the Jews in the city and this model should be followed today / Muhammad's farewell sermon stated equality and no racial prejudice / it is said Islam is 'colour blind' which means that it takes no notice of people's race when it judges how good or bad someone is / no race is better than another.

**(4 marks) AO1**

**(b) ‘The main point of zakah is to help the poor.’*****What do you think? Explain your opinion.*****Target: Evaluation of zakah**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Most zakah collected goes on the poor / it was set up primarily to help the poor in society / it is a duty regarded as for richer Muslims in the Muslim community anyway / poor people who receive zakah directly reaffirms the statement / in the list of people who may require zakah in the Qur'an, it suggests first and foremost the poor and needy.

Zakah is often used to spread the message of Islam / it trains all to have a healthy attitude to money, not just the poor / Zakah strengthens the community / shows God is the owner of wealth / it releases some from debt / it helps needy travellers / it frees captives / it helps convert people to Islam / it pays those who collect it.

**(3 marks) AO2**

(c) ***‘There will never be equality in Islam until women pray side by side with men.’***

***What do you think? Explain your opinion.***

**Target: Evaluation of equality in worship and elsewhere in Islam**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

If Islam professes equality, it should allow women to be with men in prayer / it is a sign of equality and status to pray together / it shows women as second class citizens in Islam / it reaffirms Islam as a male dominated society / women should be allowed time off from work as men are to attend jummah prayers.

Women seated at the back of the mosque protects them / prostration as part of the prayer ritual means it is more practical for women to sit behind men and does not in any way suggest inequality / it was a safeguarding measure to not allow women to stand with men in prayer and women in Islam prefer this anyway.

**(3 marks) AO2**

**PART B****B5 Family Life**

- (a) ***Explain what Islam teaches about polygamy.***

**Target: Understanding of Muslim teachings on polygamy**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:-**

A man has a right to have more than one wife / it is following Muhammad's example / it says it is permissible, even desired, in the Qur'an / a woman has the right to be a wife and mother in Islam / it helps avoid immoral relationships / all wives have rights / key to the meaning of the teaching on polygamy is the aftermath of the battle of Uhud which left many Muslim widows and fatherless children / a man has to treat all his wives equally / a man is allowed up to four wives as long as he treats all equally / a woman must agree to the taking of another wife as part of the marriage contract (particularly if she is infertile) / Qur'an does say it is nearly impossible to treat all wives with equal kindness and consideration so in practice polygamy is ruled out for most men / marriage is the only lawful way sexual desire can be expressed in Islam.

**(6 marks) AO1**

**(b) ‘An arranged marriage is the best kind of marriage.’**

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Muslim arguments in your answer.***

**Target: Evaluation of arranged marriages**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	



**Candidates may include some of the following points:****Agree:**

Parents know best / it offers the full support of families / it gives the new marriage a secure base / it avoids the difficulties of making an immature judgement of a marriage partner / it appears to have worked well for centuries / keeps ummah secure for Muslims / love has time to grow whereas other types of marriage can break down easily.

**Other views:**

Parents don't know best / it is difficult to marry a 'stranger' / it is difficult to share a new life with someone you do not know / marriage should be a love match / there should be freedom of choice for all in who you want to spend your life with / adds nothing to Muslim way of life.

**(6 marks) AO2****(c) Explain Muslim attitudes to homosexuality.****Target: Understanding of Muslim views on homosexuality**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

Teaching on homosexuality is based on a story in the Qur'an (surah 7 and 26) which talks of the prophet Lot who criticized the men of his city for their sexual practices / God forbids male homosexuality / some Muslims say it is unnatural / some say it is a moral disease which is dangerous for society and the individual / many Muslims disagree with the view that people can be born homosexual and say it is the way they are brought up and outside influences / majority view is that homosexuality ought to be punished along the lines of adultery / Muhammad is reported to have told his followers to kill both people involved in the act of homosexual sex though not all Muslims believe this is a genuine hadith / being a homosexual is not wrong in Islam, it is the carrying out of a homosexual act / homosexuality is not illegal in all Muslim countries / some Muslim organisations give support to Muslim homosexuals and lesbians / some Muslims consider the Qur'an teaching on homosexuality as out of date.

**(6 marks) AO1**

**(d) 'A Muslim should never agree with divorce.'**

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Muslim teaching in your answer.***

**Target: Evaluation of Muslim views on divorce**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:****Agree:**

God disapproves of divorce most in Islam (hadith) / Islam strongly disapproves / affects Muslim children caught up in the middle / no need for divorce as Islam allows polygamy / the law is unfair anyway for women when compared to men regarding divorce / arranged marriages would suggest divorce should never be agreed with.

**Other views:**

God disapproves but nevertheless is regarded as compassionate in Islam so will allow divorce / Qur'an allows divorce (surah 2 and 4) / there would be no provision in Islam for remarriage if divorce was not allowed / it is sometimes better for the children's welfare if a couple gets divorced / there are procedures in place such as the three month waiting period (ta'alaq).

**(6 marks) AO2****B6 Beliefs and Sources of Authority****(a) Explain the importance of Muhammad to Muslims.****Target: Understanding of the importance of Muhammad to Muslims**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

Muhammad is regarded as the 'seal of the prophets' / through Muhammad, God revealed everything that humans need to know about what to believe and how they should live / Muhammad left the Qur'an and his example as a guide for Muslims / Muslims say Muhammad *is* the prophet of God in the Shahadah rather than *was* / Muslims believe that the revelation given through Muhammad is the only one that was perfectly recorded / through the Hadiths, Muslims have the definite guide as to how Muhammad wanted them to live their lives.

**(6 marks) AO1**

**(b) ‘Receiving the Qur’an is the most important part of Muhammad’s life for Muslims.’**

***Do you agree? Give reasons for your answer showing that you have thought about more than one point of view.***

**Target: Evaluation of the importance for Muslims of when Muhammad received the Qur’an**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree:**

Without the revelation of the Qur'an to guide Muslims, they will not know the will of Allah / it clearly stands out as the single most important event in Muhammad's life / Muslims follow the example of Muhammad readily because he received the Qur'an / it was a life changing experience which is clearly more significant than anything else experienced by Muhammad.

**Other views:**

All of Muhammad's life is important to Muslims / his early life shaped the need to go to Mount Hira anyway / winning the battles of Badr and Uhud allowed him to set up the Islamic faith in his place of birth / the first mosque Muhammad created at Madinah has the most significance for Muslims / the example Muhammad gave Muslims of the way to live their lives is clearly the most important legacy he left / importance of the hijrah as this is when Islamic calendar is dated from, not from giving of the Qur'an.

**(6 marks) AO2**

**(c) Explain Sunni and Shi'ah (Shi'i) views of authority.****Target: Understanding of Sunni and Shi'ah views of authority**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:****Sunni:**

Caliphs are the elected leaders of the Sunni Muslims / only the Qur'an and the Sunnah should tell Muslims what to do / Caliphs are not law makers but law enforcers / Sunni means followers of the Sunnah / they believe in the successorship of Abu Bakr, Umar, Uthman and Ali who are known as the four rightly guided Caliphs and their decisions should be followed as if they had been made by Muhammad himself / acceptance of the hadith based on the sayings and stories transmitted by the four rightly guided Caliphs / do not believe that some individuals are Allah's special representatives / authority ends with the Qur'an / Sunni Muslims consult people who are knowledgeable about the Qur'an, Hadith and Shari'ah when it comes to moral decision making.

**Shi'ah:**

Ali was much more than the fourth Caliph, he was the first of 12 Imams who spoke with special authority / Imams must be descended from Muhammad / these Imams have a special gift or 'guiding light' which other Muslims do not have so they carry the authority for Shi'ah Muslims / they can interpret Allah's words and use the knowledge to make laws / Imams have no faults and make no mistakes / 12<sup>th</sup> Imam will return again as the Messiah called Al – Mahdi / in the absence of an Imam, a Shi'ah Muslim follows a single scholar as his authority called a Marj'ah / the hidden Imam guides people today and he has the authority / Hadiths passed down through Ali are the only ones accepted.

Max Level 4 if only one branch of Islam covered.

**(6 marks) AO1**

(d) ***‘The Shari’ah is all Muslims need to guide their lives.’***

***Do you agree? Give reasons for your answer showing that you have thought about more than one point of view.***

**Target: Understanding of the importance of the Shari’ah**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree:**

It is the holy law of Islam / it is based on the Qur'an / it is also based on Muhammad's hadith / if the Shari'ah is the law from God to his people then Muslims have no need for any other authority / there are four schools or traditions of law in Sunni Islam and there is seen to be no need of anything else as a guide / clearly it is the only guide Saudis and Iranians need as their countries are ruled by it totally.

**Other views:**

The Shari'ah is only a law worked out by humans and humans can be wrong / the rules worked out by scholars were for their time only. Modern interpretations are needed today / only the laws in the Qur'an are God's laws / not necessarily by following what the Shari'ah says are Muslims living out the way that God wants them to live / the Shari'ah only explains how to put the principles of the Qur'an into practice, what real authority can they have?

**(6 marks) AO2**