
GCSE RELIGIOUS STUDIES 8062/15

ISLAM

Mark scheme

Additional specimen

V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

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

If a student 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. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

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

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

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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

01 BELIEFS

Qu	Part	Marking guidance	Total marks
01	1	Which one of the following is the meaning of Adalat? A Judgement. B Justice. C Omnipotence. D Predestination. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. Answer: A Justice.	1
01	2	Give two angels that are mentioned in the Qur'an. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. One mark for each of two correct points. Jibril/Mika'il/Israfil/Izrail.	2

01	3	Explain two ways in which belief about heaven and hell influence Muslims today. Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies. First way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks Second way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks Students may include some of the following points, but all other relevant points must be credited: • the punishment of hell deters Muslims from committing evil deeds/ for example they will not take drugs or drink alcohol/equally those that have been wronged in the world believe that they will be held to account by Allah • the rewards of paradise encourage Muslims to do good deeds/for example completing the five pillars/being dutiful to their parents/ obeying the Shari'ah law • Muslims will repent of any bad deed/they will ask Allah for forgiveness/as they believe that they will be judged by Allah on the last day/this may be after the daily prayers or during special occasions, eg Ramadan.	4
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01	4	Explain two Muslim teachings about Tawhid (the Oneness of God). Refer to sacred writings or another source of Muslim belief and teaching in your answer. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. First teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks Second teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks Relevant and accurate reference to sacred writing – 1 mark Students may include some of the following points, but all other relevant points must be credited: • Tawhid is a fundamental belief within Islam/the Qur'an describes this as a duty for all humans/Surah 112 'Say he is Allah , the one the only'/1st Principle of Shi'a Islam: 'Allah is the only God in the world', etc • Tawhid is practised throughout a Muslims life and must never be forsaken/'Verily, Allah forgives not the sin of setting up partners in worship with Him, but He forgives whom He wills sins other than that' (4:116)/Al Ahad: the One and only (one of the Beautiful Ninety-Nine Names), etc • the Prophet Muhammad taught Tawhid for 13 years in Makkah/this shows that Muslims should also take this duty seriously/and never commit the mistake of shirk/when giving instructions about teaching non-Muslims, Muhammad said, 'Let the first thing to which you will invite them be the tawhid', etc • 'there is no God but Allah'/this is the first part of the Shahadah/the Muslim declaration of faith/so Tawhid is at the heart of every Muslim's faith, etc.	5
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01	5	‘For Muslims, Adam is a more important Prophet than Ibrahim.’ Evaluate this statement. In your answer you should: • refer to Muslim teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence. <table><tr><th>Levels</th><th>Criteria</th><th>Marks</th></tr><tr><td>4</td><td>A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.</td><td>10–12</td></tr><tr><td>3</td><td>Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.</td><td>7–9</td></tr><tr><td>2</td><td>Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.</td><td>4–6</td></tr><tr><td>1</td><td>Point of view with reason(s) stated in support.</td><td>1–3</td></tr><tr><td>0</td><td>Nothing worthy of credit.</td><td>0</td></tr></table> Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited: Arguments in support • Adam is the father of all human beings/Allah created him out of clay/and breathed life into him/as the first human, this means that Allah created him first, suggesting that he had unique role and an importance that Ibrahim did not possess • Allah taught Adam all he needed to know and he passed on these	Levels	Criteria	Marks	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12	3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9	2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
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		revelations/he received the ability to name animals/received the gift of language/he was able to make choices/as the first to have these gifts and powers he was the more important of the two Prophets • when Adam disobeyed Allah, he was immediately repentant/he sought to make amends/he sought forgiveness from Allah/there is nothing comparable to this in the story of Ibrahim, so this makes Adam a more significant role model for all Muslims, etc. Arguments in support of other views • Ibrahim believed that Allah alone is God/he preached monotheism despite persecution/he was prepared to die for this belief/monotheism is at the very heart of Islam and so his teaching is supremely important/in this way he marks the start of the Abrahamic faiths/his willingness to die for his faith makes him just as important, if not more so, than Adam • he received revelations from Allah/wrote these on scrolls known as the scrolls of Ibrahim/some people, including Lut, believed him/although these scrolls are no longer in existence, they were important at the time/Adam produced nothing written down, which might make the teaching ascribed to him less reliable • because of his faith in Allah, he was prepared to sacrifice Ismail/his obedience to God shows him to be more important than Adam, who gave into temptation and disobeyed, etc. SPaG 3 marks	
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02 PRACTICES

Qu	Part	Marking guidance	Total marks
02	1	Which one of the following is the month in which Muslims must fast? A Ashura. B Khums. C Ramadan. D Zakah. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. Answer: C Ramadan.	1
02	2	Give two rituals that Muslims perform during Salah. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. One mark for each of two correct points. Bowing down/prostration/recite the Qur'an/crying out 'God is great' etc.	2

02	3	Explain two contrasting understandings of Salah. Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs. First contrasting understanding Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks Second contrasting understanding Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks Students may include some of the following points, but all other relevant points must be credited: Sunni Muslims: • they must pray the 5 daily prayers at 5 different times/they only combine prayers during hajj or whilst travelling, etc • they prostrate by putting their heads directly on to a prayer mat/or they may use any clean place, etc. Shi'a Muslims: • they can pray at three different times during the day/they combine the afternoon and evening prayers, etc • they must pray on natural material that cannot be worn or eaten/many use a special clay tablet to prostrate on, etc.	4
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02	4	Explain two ways in which the celebration of the festival of Id-ul-Adha is important to Muslims. Refer to sacred writing or another source of Muslim belief and teaching in your answer. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks Relevant and accurate reference to sacred writing – 1 mark Students may include some of the following points, all other relevant points must be credited: • they will attend the Mosque/the day starts with special prayers/ Muslims are reminded of Allah's blessings/'Who can be better in religion than one who submits his whole self to God, does good and follows the way of Abraham, the true in Faith? For God did take Abraham for a friend' Quran 4:125, etc • a sacrifice is made/this is done to remember Abraham's sacrifice/ the meat is distributed to family, friends and the poor/'O my son, I have seen in a dream that I should sacrifice you' (Qur'an 37:100) • they will meet with friends and family/gifts are exchanged/and special food prepared to celebrate/this will include the distributing of meat to friends and family/Muslims see it as a day of sharing and caring, etc.	5
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02	5	'Completing the hajj is the most important duty for a Muslim.' Evaluate this statement. In your answer you should: • refer to Muslim teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence. <table><tr><th>Levels</th><th>Criteria</th><th>Marks</th></tr><tr><td>4</td><td>A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.</td><td>10–12</td></tr><tr><td>3</td><td>Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.</td><td>7–9</td></tr><tr><td>2</td><td>Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.</td><td>4–6</td></tr><tr><td>1</td><td>Point of view with reason(s) stated in support.</td><td>1–3</td></tr><tr><td>0</td><td>Nothing worthy of credit.</td><td>0</td></tr></table> Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited. Arguments in support • it purifies a person of all sins/this is important as Muslims will be judged by Allah on their deeds/the hadith say that a person returns like a new born child/this is also shown through the shaving of the hair after the hajj	Levels	Criteria	Marks	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12	3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9	2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
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	• it is one of the pillars/clearly this is an important duty as it is commanded in the Qur'an/'Proclaim that the people shall observe Hajj pilgrimage.' 22:27 • it builds the bond of brotherhood/people from different backgrounds and ethnicities gather and this helps to build the concept of Ummah which is an important duty for all Muslims. etc. Arguments in support of other views • there are other pillars that are clearly more important/the Shahadah is the cornerstone of Islam/without this all other worship is rendered invalid • hajj is only compulsory for those that can afford to perform it/are physically able • other duties like looking after the poor/being dutiful to parents/praying salah are clearly more important/as there are several hadith that mention these specifically etc.	
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