



GCSE RELIGIOUS STUDIES A 8062/15

Paper 1: Islam

Mark scheme

June 2021

Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

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.

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.

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

0 1

Islam: Beliefs

0 1 . 1

Which one of the following is the name of a prophet in Islam?

[1 mark]

A Arafat

B Ibrahim

C Mina

D Sadaqah

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B Ibrahim

0 1 . 2

Give two Muslim beliefs about the nature of God.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

God is One (Tawhid) / immanent / transcendent / omnipotent (Al-Qadir) / beneficent / merciful (Ar-Raheem) / fair (Al-Adl) / just, etc.

Any of the 99 names is creditworthy.

0 1 . 3 Explain two ways in which belief in angels influences Muslims today.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including 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

To be a 'detailed explanation' the 'influence' of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

- It influences Muslims to live according to God's law / this means that they will follow the laws set out in the Qur'an / eg Following the Five Pillars as they believe that angels are recording their deeds / 'Not a word does he (or she) utter, but there is a watcher by him ready (to record it)' (50:18).
- They will avoid sins and those things that Qur'an prohibits / eg lying, stealing and committing shirk as the angel on the left shoulder will write down all the bad deeds that humans commit / 'This Our Record speaks about you with truth. Verily, we were recording what you used to do.' (45:29).
- The angel Izrail will take the soul of a human / this belief may keep a Muslim disciplined in their daily activities.
- It influences Muslims to accept God's decree / as the angels have been ordained by God to carry out his will on earth, eg angel Mika'il is in charge of the weather.
- It influences them to follow God's message / some angels take human form to reveal messages eg Jibril and the revelation of the Qur'an/ Hadith.
- It influences them to prepare for death / as the angels (Kiraman and Katibeen) will present their good and bad deeds to God on the Day of Judgement, etc.

0 1 . 4 Explain two Muslim beliefs about holy books.

Refer to sacred writings or another source of Muslim belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writing or another source of Muslim belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

General

Holy books are important because they may inspire faith / preserve the traditional teachings of the prophets / give guidance for life / holy books specifically the Qur'an will be treated with respect / ritual washing will take place before touching it / it will be kept in a high place and covered with a special cloth / whilst it is being recited Muslims will not eat or drink / they will listen to it attentively, etc.

Qur'an

It is the final book revealed by God to the Prophet Muhammad on Mount Hira over a 23-year period / it contains guidance for humankind / it teaches Muslims how to live their daily lives and please God / it is free from error and protected by God / it is written in Arabic for ease of understanding, etc.

Other Holy books

Torah was revealed to Moses on Mount Sinai and was the original word of God / Ibrahim was given the scrolls (scrolls of Abraham) / over time these books were distorted and so new holy books were needed / Psalms was revealed to Dawud / Injil (gospels) was revealed to Isa (Jesus) / they all contained guidance and called humans to monotheistic belief/ also allow reference to Hadith as a holy book, etc.

Sources of authority might include:

Qur'an

'This is the Book about which there is no doubt, a guidance for those conscious of Allah.' (2:2)

‘Absolutely, we have revealed the reminder, and, absolutely, we will preserve it.’ (15:9)
‘Indeed, We have sent it down as an Arabic Qur'an that you might understand.’ (12:2), etc.

Other Holy Books:

‘Indeed, We sent down the Torah, in which was guidance and light.’ (5:44)

‘So woe to those who write the "scripture" with their own hands, then say, "This is from Allah," in order to exchange it for a small price. Woe to them for what their hands have written and woe to them for what they earn.’ (2:79)

‘We sent inspiration to Abraham, Isma'il, Isaac, Jacob and the Tribes, to Jesus, Job, Jonah, Aaron, and Solomon, and to David We gave the Psalms.’ (Qur'an 4:163), etc.

0 1 . 5 'To believe in the six articles of faith is the best way to please God.'

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.

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Level	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

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- The six articles of faith are the core beliefs that allow a Sunni Muslim to enter the faith, and following these would naturally please God.
- These articles are repeated several times in the Qur'an and so it may seem to be the easiest way to please God.
- Faith may lead to a life of obedience and submission to the Will of Allah / these beliefs allow a Muslim to enter paradise and thus please God.
- The articles of faith allow Sunni Muslims to be rewarded for their good deeds without which all actions like prayer and charity are redundant.
- The Prophet Muhammad emphasised the importance of these articles and spent several years preaching about them.

- The Qur'an teaches that Allah is pleased with those who have monotheistic beliefs and avoid shirk / 'Verily, Allah will not pardon those who associate a partner with Him. Apart from him, He will pardon all others.' (4:16), etc.

Arguments in support of other views

- Belief alone is not sufficient, actions are also required to please God eg following the Five Pillars.
- Shi'a Muslims believe that following the five roots of Usul ad-Din, which include the belief in the Imamate, is the best way to please God, as this is what was taught by the Prophet.
- Shi'a Muslims believe that the Ten Obligatory Acts are a key part of pleasing God / these include giving Khums, Jihad, Amr-bil-Maruf, Tawallah and Tabarra.
- God talks about belief and action together in the Qur'an, thus implying that they are equal in pleasing God / 'And (remember) when We took a covenant from the Children of Israel, (saying): Worship none but Allah (Alone) and be dutiful and good to parents, and to kindred, and to orphans and Al-Masakin (the poor)', (9:60).
- 'All actions are judged by motives, and each person will be rewarded according to their intention.' (Hadith).
- God is most pleased with those who are kind (Qur'an) / there is little mention of God being pleased with the belief in the six articles alone; actions are also required.
- The Qur'an talks about the importance of the Five Pillars and this is emphasised throughout the Qur'an / in order to please God fully belief must be backed by action / there is a punishment for those who do not carry out the Five Pillars and respect others, thus showing that belief in the articles is not the best way to please God.
- In numerous Hadith the prophet Muhammad taught that kindness to neighbours and caring for animals and the environment please God, etc.

0 2

Islam: Practices

0 2 . 1

Which one of the following is not one of the Five Pillars of Islam?

[1 mark]

A Risalah

B Sawm

C Shahadah

D Zakah

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: A Risalah

0 2 . 2

Give two religious practices that Muslims perform on Jummah (Friday).

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Bathe (ghusl) / wear clean clothes / apply perfume / attend the mosque / listen to the sermon (khutbah) / give charity / pray Jummah salah / recite surah Kahf / send salutations on the Prophet Muhammad, etc.

0 2 . 3 Explain two contrasting ways Muslim celebrate the Night of Power.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Contrasting may mean opposing ways or may mean different ways.

If similar beliefs are given, only one of them may be credited up to 2 marks max.

Students may include some of the following points, but all other relevant points must be credited:

- Some will sit in solitary confinement (itikaaf) in the last days of Ramadan in search of this night / 'what will explain to you what the night of glory is? The night of glory is better than a thousand months.' (97:2-3).
- Some may stay awake on the odd nights in the last ten nights and focus on worship.
- They may read the Qur'an / and reflect on its meaning.
- Offer voluntary prayers / pray for forgiveness of sins.
- They may pray for the less fortunate / for good fortune in the coming year.
- Salutations may be sent to the Prophet Muhammad.
- People may gather in the mosque / to listen to talks from scholars.
- Food may be distributed / to friends, family and the poor, etc.

0 2 . 4 Explain two Muslim understandings of Jihad.

Refer to sacred writings or another source of Muslim belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First understanding

Simple explanation of a relevant and accurate understanding – 1 mark
Detailed explanation of a relevant and accurate understanding – 2 marks

Second understanding

Simple explanation of a relevant and accurate understanding – 1 mark
Detailed explanation of a relevant and accurate understanding – 2 marks

Relevant and accurate reference to sacred writing or another source of Muslim belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Jihad means to struggle or overcome difficulty in life, this can be understood in different ways / 'Struggle in the way of Allah'.
- Greater Jihad is a personal inward struggle / to overcome evil and live life according to Islam / this includes following Shari'ah law, carrying out the pillars / and practising virtues such as generosity and honesty.
- Muslims must avoid temptations / such as alcohol, greed and jealousy.
- Lesser Jihad is the duty to fight / when commanded by a legitimate ruler / under the conditions, and in ways, permitted by Qur'an and Shari'ah / it is considered less important than Greater Jihad as it is not required at all times.
- Lesser Jihad was more relevant in the early days of Islam when Muslims were persecuted / there was a need to protect their faith.
- Lesser Jihad can only be undertaken when all the conditions are met / this means it cannot be used to justify terrorism that targets innocent civilians, etc.

Sources of authority might include:

Jihad is 'the effort against oneself', (hadith) / Muhammad is said to have called this the Greater Jihad.

'Fight in the way of Allah against those who fight against you, but do not transgress, for Allah does not love those who transgress. And slay them wherever you find them, and drive them out of the places from where they drove you out, for persecution is worse than slaughter.' (2:190-191)

The Prophet said that Jihad was the best of deeds (hadith).

'The best Jihad is Hajj.' (hadith), etc

0 2 . 5 'Salah is more important than Hajj for Muslims today.'

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.

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Level	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

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Salah is practised daily / it is a direct contact between the individual and God.
- It is the first thing that will be questioned about on the Day of Judgment (hadith) making it more important.
- It is necessary for all Muslims to pray daily / Hajj is only mandatory if certain requirements are met.
- Salah is done more regularly and for a longer period showing it is important.
- Hajj is done once in a lifetime so its importance is only for a short period of time whereas Salah is done daily and for the entirety of a person's life.
- It allows Muslims to connect with God on a daily basis / talk to him about their problems making it more important.
- Salah has more importance because it is also performed on Hajj, etc.

Arguments in support of other views

- Hajj allows a person's sins to be forgiven and start afresh / 'Whoever performs Hajj for the sake of Allah and does not utter any obscene speech or do any evil deed, will go back (free of sin) as his mother bore him.' (hadith).
- 'An accepted pilgrimage brings no less a reward than Paradise.' (hadith) / Hajj is performed once in a lifetime making it more important.
- It allows Muslims to experience the concept of ummah (brotherhood) / especially for women who may not attend the mosque for Salah.
- Hajj allows Muslims to visit the birthplace of the Prophet Muhammad / and experience first-hand where the Prophet lived, which is not possible with Salah.
- Hajj is more important as it allows Muslims to visit the Ka'aba - the house of God / here Muslims believe that their prayers are answered.
- The reward of visiting the grand mosque outweighs the reward of Salah on a daily basis (hadith).
- Both are Pillars of Islam and are considered equally important, etc.