



GCSE

Religious Studies B

8063/2X – Paper 2X: Perspectives on faith (Islam)

Mark scheme

June 2018

Version/Stage: 1.0 Final

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 Lead 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Religion A: Islam Beliefs

0 1 . 1 Which one of the following is an angel?

[1 mark]

- A Adam
- B Isa
- C Mika'il
- D Risalah

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

Answer: C. Mika'il.

0 1 . 2 Give two of the five roots of Usul ad-Din.

[2 marks]

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.

Tawhid (oneness of God) / prophethood (nubuwah) / the justice of God (adl) / the imamate (the imamah / rule by the imams) / resurrection (last judgement / qiyamah).

N.B. Either Arabic transliteration or English words are acceptable.

0 1 . 3 Explain two ways in which the religious beliefs about monotheism are similar in Islam and in the main religious tradition of Great Britain.

You should name the main religious tradition of Great Britain in your answer.

[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 similar belief

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

Second similar belief

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

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

There is only one God / God is unique / nothing can be compared with God / God alone is eternal / God is omnipotent / he has absolute power over the world he created / his authority should not be challenged / God is omniscient / he alone knows past, present and future / he is beyond space and time / God is omnibenevolent / all merciful / all compassionate / he alone has the ultimate authority to forgive / he alone is the ultimate source of love / there are no rival deities / no evil deities / no separate God in charge of evil, etc.

NB a maximum of three marks if there is no explicit reference to Christianity/Christian traditions/Christians etc.

If contrasting ways are given, only one of them may be credited, up to two marks.

0 1 . 4 Explain two Muslim beliefs about the Qur'an.

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

[5 marks]

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 scripture 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:

It is the word of God / revealed directly to Muhammad / the word means 'Recital' / Muhammad recited by heart and passed on to his followers each revelation / it is infallible / it therefore has God's authority / it supersedes all other sacred texts such as the Torah / it alone remains in original form in which it was revealed / it contains everything that Muslims need to know / teachings about the past, present and future / teachings about the nature of God / instructions for worship / moral guidance, etc.

Sources of authority

'Falsehood shall never come to it' (Qur'an 41:42)

'This is the Scripture in which there is no doubt' (Qur'an 2:2)

‘Anyone who has learned the Qur’an and holds it lovingly in his heart will value his nights when people are asleep...In other words every moment of life will be precious to him.’ (Ibn Masud)

‘Indeed, it is We who sent down the Qur’an and indeed, We will be its guardian.’ (Qur’an 15:9)

‘...We have made the Qur’an easy for direction and guidance...’ (Qur’an 54:17)

‘The Best amongst you is (he) who learns and teaches the Holy Qur’an.’ (Hadith)

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

0 1 . 5 ‘Belief in life after death (Aakhirah) is the main reason why Muslims obey God.’

Evaluate this statement.

In your answer you should:

- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Muslim teaching
- 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 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 Qur'an's descriptions of the rewards awaiting those faithful to God are highly desirable / 'they will dwell in gardens of happiness' (22:23) / 'any fruit they choose...and beautiful-eyed maidens' (56:24) / the Qur'an's descriptions of hell are terrifying / fire and torment / 'scorching wind and scalding water in the shadow of black smoke' (56:42-44) / nobody knows when Judgement Day will take place / so essential to be prepared / this means constant attention to the will of God / on Judgement Day, all people will be faced with what they have done in their lives / and their attitude to their wrongdoings / there will be eternal consequences, etc.

Arguments in support of other views

Obedience is the natural response to recognition of God's authority / as the creator of all life / it is a duty / a Muslim is one who submits / it is part of a Muslim's upbringing / it is a response arising from trust / inspired by faith in the beneficence of God / one of God's 99 names / the prophets are role models of obedience / Ibrahim's willingness to sacrifice Ishmael / Muhammad's absolute submission to God's commands / they inspire the desire of Muslims to follow their example of obedience / 'who could be better in religion than those who direct themselves wholly to God...and follow the religion of Abraham' (Qur'an 4:125) / it stems from the instinctive human desire for justice / obedience to God means that justice will prevail / as it entails respecting others / recognising the equality of all, etc.

SPaG 3 marks

Religion A: Islam Practices

0 2 . 1 Which one of the following gives the meaning of salah?

[1 mark]

- A Declaration of faith**
- B Giving money to the poor**
- C Fasting during Ramadan**
- D Daily prayer**

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

Answer: D. Daily prayer.

0 2 . 2 Give two of the conditions for lesser jihad.

[2 marks]

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.

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

To be declared by a legitimate ruler / to be a reasonable chance of success / only to be in response to oppression or injustice / not to be motivated by the desire for territory or wealth / in response to a threat to faith / strengthening Islam / cannot be done to make people convert to Islam / must be a last resort / all peaceful alternatives must have been tried first / innocent not to be killed, etc.

0 2 . 3 Explain two ways in which belief in greater jihad influences the lives of Muslims.

[4 marks]

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 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

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

The inner struggle to be faithful to Islam and its teachings / means observing the Five Pillars / example of one of the Five Pillars / becoming a hafiz or hafiza / it is an ongoing struggle to purify the heart from evil / means immediate penitence for sin / seeking God's forgiveness / means avoiding temptation / avoiding the company of certain people / moving into an environment that is more Islamic / it leads to a deepening faith / to a closer relationship with God and this is expressed in a fuller contribution to society, e.g. giving to charity, etc.

0 2 . 4 Explain two religious beliefs about sawm.

Refer to scripture 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 scripture 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:

Marks the start of the revelation of the Qur'an to Muhammad / a time for recitation of the whole of the Qur'an / a time when a Muslim's whole focus is to be on God / fasting from sunrise to sunset / shows control over one's desires and lifestyle / enables a Muslim to deal with hunger etc. in the future / teaches Muslims not to take things for granted / encourages greater empathy with those who are poor / encourages the desire to help them, / inviting the poor to share in the iftar (meal after sunset that breaks the fast) / God's compassion is seen in the fact that certain individuals or groups exempt / eg those on a journey / pregnant or nursing mothers / children, etc.

Sources of authority

'O you who believe! Fasting is prescribed for you...' (Qur'an 2: 183)

'For those for whom it would be a hardship, there is a ransom: the feeding of a poor person' (Qur'an 2: 184)

'...whoever fasts in the month of Ramadan out of sincere faith, and hoping for a reward from Allah, then all his previous sins will be forgiven.' (Hadith)

‘There is a gate in Paradise called Ar-Raiyan, and those who observe fasts will enter through it on the Day of Resurrection and none except them will enter through it.’ (Hadith)

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

0 2 . 5 ‘Id-ul-Fitr is the most important Muslim festival for Muslims in Great Britain today.’

Evaluate this statement.

In your answer you should:

- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Muslim teaching
- 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 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 Festival of Fast-breaking / thanksgiving to God for enabling Muslims to keep the fast / thanksgiving for the giving of the Qur’an / a time of celebration and parties / the focus is on family

and friends / presents given to children / visits to relatives / including to the graves of those who have died / a time for focus on the ummah / time of communal prayer / forgiveness / for reconciliation / for helping the poor / it is easier to celebrate this festival fully in Great Britain than to celebrate fully some other festivals / many Muslims will be on hajj at the time of Id-ul-Adha and those who aren't have to adapt the aspect of sacrifice, etc.

Arguments in support of other views

Id-ul-Adha is the most important because it is celebrated by Muslims throughout the world, including in Great Britain / commemorates Ibrahim's willingness to sacrifice his son / the willingness of Ishmael to be sacrificed / sign of absolute submission to the will of God / celebratory meal / parties / sacrifice of an animal by pilgrims (buying one elsewhere) / some given to relatives and neighbours / some given to the poor / Qurbani (Udhiya) meat / Ashura the most important for Shi'a Muslims / Day of Remembrance / commemorates the martyrdom of Imam Husayn / no celebrations / sombre clothing / mourning processions / dramatic re-enactments of the martyrdom / symbolises importance of resistance to persecution, etc.

SPaG 3 marks