



**ADVANCED**  
**General Certificate of Education**  
**2012**

---

## **Religious Studies**

**Assessment Unit A2 8**

*assessing*

**Islam: Law, Tradition and Practice**

**[AR281]**

**MONDAY 28 MAY, MORNING**

---

**MARK  
SCHEME**

## GCE Religious Studies

### A2 Mark Scheme (A2 1 – A2 8)

#### Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

**A2 BANDS****AO1 (30 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• a full and highly informed response to the task</li> <li>• demonstrates comprehensive understanding and accurate knowledge</li> <li>• a very high degree of relevant evidence and examples</li> <li>• a very sophisticated style of writing set within a clear and coherent structure</li> <li>• an extensive range of technical language and terminology</li> <li>• an almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• a reasonable and well informed response to the task</li> <li>• demonstrates a high degree of understanding and almost totally accurate knowledge</li> <li>• a very good range of relevant evidence and examples</li> <li>• a mature style of writing set within a mainly clear and coherent structure</li> <li>• a wide range of technical language and terminology</li> <li>• a mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• a good response to the task</li> <li>• demonstrates a reasonable degree of understanding and mainly accurate knowledge</li> <li>• a good range of relevant evidence and examples</li> <li>• a reasonably mature style of writing with some coherent structure evident</li> <li>• a good range of technical language and terminology</li> <li>• reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• a limited response to the task</li> <li>• demonstrates some knowledge and understanding</li> <li>• a basic range of evidence and/or examples</li> <li>• style of writing is just appropriate</li> <li>• structure is disorganised in places</li> <li>• limited range of technical language and terminology</li> <li>• limited command of spelling, punctuation and grammar.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• a very basic response to the task</li> <li>• demonstrates minimal knowledge and understanding</li> <li>• little, if any, use of evidence and/or examples</li> <li>• inappropriate style of writing within a poor structure</li> <li>• a very basic range of technical language and terminology</li> <li>• very poor use of spelling, punctuation and grammar.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• a comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views</li> <li>• very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience</li> <li>• an extensive range of technical language and terminology</li> <li>• an almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• a very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views</li> <li>• good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience</li> <li>• a wide range of technical language and terminology</li> <li>• a mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• a reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars</li> <li>• some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience</li> <li>• a good range of technical language and terminology</li> <li>• reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• a limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views</li> <li>• limited personal insight and independent thought expressed through some argument</li> <li>• a good range of technical language and terminology</li> <li>• reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• a very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views</li> <li>• poor personal insight and/or independent thought</li> <li>• shallow argument</li> <li>• limited range of technical language and terminology</li> <li>• limited command of spelling, punctuation and grammar.</li> </ul>	<b>0–4</b>

## Section A

AVAILABLE  
MARKS

- 1 (a) An analysis and discussion could include, e.g.:
- the requirement to marry, Muslim husband, only one
  - marriage contract, woman participates, requirement of a dowry
  - polygamy allowed but restricted to four wives, equal treatment
  - modesty and veiling
  - role of a married woman within the family, status of mothers
  - ability to divorce, women can initiate, before a court with a reason, witness needed, loss of dowry
  - specific sections of the Qur'an should be referred to
  - consideration of controversial passages in the Qur'an which deal with the disciplining of wives. [30]
- (b) A critical assessment of the claim could include, e.g.:
- consideration of what "western" values could mean, liberal, secular, Christian
  - consideration of whether this is the main challenge when it comes to obeying the Qur'an
  - consideration of western values in relation to women, equal rights, education, modesty, being in mixed company before marriage, dating, sex outside marriage, living together, the regularity of divorce
  - consideration of western values when it comes to other moral issues or following religious rituals
  - the significance or otherwise of western values in Muslim countries, the influence of the media or the influence of various ideologies, e.g. feminism, secularism
  - consideration of the extent to which Muslim values are liberating. [20]

50

- 2 (a)** An explanation could include, e.g.:
- Akirah: this life is a test and a preparation for the next, no one knows when this will be, the dead will be resurrected, Isa/Jesus or the Mahdi will return to the Damascus mosque, a trumpet will sound
  - Afterlife: all are brought to the plain of judgement, naked before God, book of life read out, book handed into left (hell) or right hand (heaven), heaven is called al'Jannah a place of pleasure, hell is called Jahannan a place of fire and torment, Surah 56
  - consideration of alternative or later Muslim thinking, e.g. strict or liberal
  - Al Qad'r: Allah predestines everything, insh Allah (if God wills)
  - consideration of how free will fits with this, the views of the Mutazalites, or al Ashari. [30]
- (b)** A critical evaluation of the claim could include, e.g.:
- consideration of the Muslim view that eternal judgement depends on the weighing of deeds
  - consideration of the importance of correct motivation and the deeds themselves being forms of worship
  - consideration of the debate within Islam over predestination and free will and the significance of this in relation to eternal reward
  - other aspects of the faith which are more central, e.g. faith in Allah, Muhammad, the Qur'an, the community. [20]

50

- 3 (a)** An outline and explanation could include, e.g.:
- an outline of the rituals themselves before death: being present with the dying person, facing Mecca, praying with them
  - an outline of the rituals themselves after death: closing the eyes, washing the body, shrouding the body, the funeral prayer, the burial, the grave, mourning
  - the role: expression of grief, committing back to Allah, use of the Qur'an and Hadith, marks transition from this life to the next, support of the community, sense of identity, symbolism of white/purity/equality. [30]

- (b)** A critical assessment of the claim could include, e.g.:
- arguments could be drawn from rituals connected with birth, marriage and/or death
  - consideration of the extent to which rites of passage have value to the individual or the family or the community to cope with change
  - consideration of the spiritual value of rituals, seeking the blessing, guidance, comfort of Allah
  - consideration of how such rituals have value in that they mark new stages in life
  - consideration of other reasons why rituals are highly valuable: passing on of the faith, expression of emotion, shared experiences, sense of community, sense of belonging, family closeness
  - consideration of how levels of faith and commitment may impact the value of rituals
  - consideration of how geographical context may impact the value of rituals
  - consideration of how religious rituals can become meaningless
  - adherence to belief is more important than rituals. [20]

50

- 4 (a) An identification and consideration could include, e.g.:
- the crisis created by the death of Muhammad, no successor appointed
  - the two views which existed, leadership by election or by family inheritance
  - the appointment of Abu Bakr, Umar, Uthman, Ali
  - the challenge of Mu'awiya to Ali's authority
  - Ali's son waived his right to be caliph, Mu'awiya took leadership on the understanding that it would pass back to Husayn (Ali's son) at his death
  - the appointment of Yazid (Mu'awiya's son), the forming of the Shiat Ali
  - the Battle of Karbala, Shia out numbered, Husayn killed. [30]
- (b) A critical evaluation of the claim could include, e.g.:
- consideration of the other ways in which the caliphs were successful: continued to lead the community, a huge Empire established and sustained, peace achieved, Qur'an produced, navy established, Empire well organised, taxes collected efficiently
  - consideration of they ways in which the caliphs were not successful: rebellious tribes, hard to control the appointed governors, corruption, regular battles, community became divided, e.g. Kharajites, Shia, capital cities moved regularly, many abandoned Islam as they only followed Muhammad
  - consideration of personal strengths and weaknesses of Abu Bakr, Umar, Uthman, Ali. [20]

**Section A**AVAILABLE  
MARKS

50

**100**

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **Synoptic Assessment**

##### **Levels of Response**

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience.

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

**A2 BANDS****AO1 (30 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• a full and comprehensive understanding of the connections between the selected areas of study in relation to the theme</li> <li>• well integrated response</li> <li>• clear and critical analysis</li> <li>• highly accurate use of evidence and examples</li> <li>• sophisticated style of writing. Very well structured and coherent throughout.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• a high degree of understanding of the connections between the selected areas of study in relation to the theme</li> <li>• a well integrated response</li> <li>• some very good critical analysis</li> <li>• mainly accurate use of evidence and examples</li> <li>• mature style of writing</li> <li>• well structured and coherent throughout.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• a good understanding of the connections between the selected areas of study in relation to the theme</li> <li>• for the most part an integrated response</li> <li>• reasonable degree of critical analysis</li> <li>• a good degree of accurate evidence and examples</li> <li>• reasonably mature style of writing</li> <li>• some evidence of good structure and coherence.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• a limited understanding of the connections between the selected areas of study in relation to the theme</li> <li>• mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another</li> <li>• a limited attempt at critical analysis</li> <li>• insufficient use of accurate evidence and examples</li> <li>• immature style of writing</li> <li>• lacking in structure and coherence.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• a basic understanding of the connections between the selected areas of study in relation to the theme</li> <li>• demonstrating only partially accurate knowledge of the different content areas studied</li> <li>• little attempt, if any, at critical analysis</li> <li>• inappropriate style of writing with a very basic structure.</li> </ul>	<b>0–6</b>

**AO2 (20 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• a comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• very effective comparison and evaluation of scholarly viewpoints</li> <li>• mature personal insight and independent thought</li> <li>• a very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• a good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• very good comparison and evaluation of scholarly viewpoints</li> <li>• good personal insight and independent thought</li> <li>• a well sustained and critical argument, expressed accurately, fluently and using a range of terminology.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• a reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• very good comparison and evaluation of scholarly viewpoints</li> <li>• some evidence of personal insight and independent thought</li> <li>• a line of argument, expressed accurately and using some relevant terminology.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• a limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• some comparison and evaluation of scholarly viewpoints</li> <li>• limited personal insight and independent thought</li> <li>• little evidence of critical argument</li> <li>• inaccuracies evident.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• a basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• little, if any, comparison and evaluation of scholarly viewpoints</li> <li>• minimal personal insight and independent thought</li> <li>• a basic attempt to follow a line of argument</li> <li>• imprecisely expressed.</li> </ul>	<b>0–4</b>

## Section B

- 5 (a)** In examining the contribution of key people to religious controversy candidates should refer to at least two different areas of study and could consider the following, e.g.:
- reference to key people who tried to establish orthodoxy, defended orthodoxy, dealt with challenges to orthodoxy or who felt it necessary to challenge orthodoxy
  - the sources of orthodoxy
  - the way(s) in which orthodoxy/orthodoxies develop.
  - the consequences of debates over orthodoxy
  - the long-term legacy of religious orthodoxy [30]
- (b)** In critically assessing the claim, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- consideration of the role of religious leaders in general
  - consideration of the significance of the role of religious leaders in establishing orthodoxy, handling controversy, guiding communities through controversy to orthodoxy or a revised orthodoxy
  - consideration of the impact of challenges to orthodoxy on individual leaders, historical or contemporary
  - consideration of how effective leadership, in responding to debates over orthodoxy, may help to redefine faith or aspects of it
  - consideration of other equally significant or more significant contributors when it comes to religious orthodoxy
  - consideration of whether religious leaders play a more vital role when it comes to orthopraxy rather than orthodoxy
  - consideration of other functions of a religious leader. [20]

**Section B**

**Total**

AVAILABLE  
MARKS

50

**50**

**150**