



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2013**

Religious Studies

Assessment Unit AS 8

assessing

An Introduction to the Study of Islam

[AR181]

MONDAY 24 JUNE, AFTERNOON

**MARK
SCHEME**

Part 1: 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.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

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.

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

AVAILABLE MARKS
50

Answer **one** question from Section A.

- 1 (a)** A description and explanation could include, e.g.:
- the Hijra itself in 622 CE
 - establishing the Muslim community in Medina, responding to the Jewish community, establishing peace between the two tribes
 - the three Battles: Badr, Uhud, Trenches
 - the Treaty of Hdaybiya
 - the breaking of the Treaty, the final conquering of Mecca
 - comments relating to Muhammad's perseverance, skill, leadership, diplomacy
 - the improvements brought to Arabia due to the expansion of Islam
 - context, events leading to Hijra. [35]
- (b)** An exploration of the view may include, e.g.:
- consideration of Muhammad's successes as a prophet, Qur'an revealed through him, final uncorrupted revelation of Allah, the growth of Islam under his leadership
 - consideration of the extent of Muhammad's success as a prophet, the rejection of Mecca, slow progress, had to go to Medina, the treatment of the Jews, the use of violence, the number of people who left the faith once Muhammad died
 - consideration of Muhammad's successes as a leader, established peace, reintroduced a new faith and morality, brought a sense of community, success in battles, expansion of the faith, a diplomat
 - consideration of the extent to which Muhammad was equally good as a prophet and a military and political leader. [15]

- 2 (a) An explanation could include, e.g.:
- the process of the compilation of the Qur'an, existed in heaven, revealed to Muhammad over twenty three years, memorised by Muhammad, taught to the remembrancers, recorded on available materials, stored in Hafsa's chest, Muhammad begins to organise into Surahs, but dies before process is completed. (Variations in the exact details of the process will be accepted)
 - the process continues under Abu Bakr, Umar and Uthman. The Qur'an is finally finished thirty years after Muhammad's death
 - the Qur'an was revealed in Arabic, the language of heaven, these are the very words of Allah, only authentic Qur'an is in Arabic, worship is in Arabic whether personal or collective, sense of brotherhood, powerful poetry. [35]

- (b) Comments on the claim could include, e.g:
- consideration of the nature of Sunnah: the total example of Muhammad, which provides a useful secondary guide for Muslims
 - consideration of the nature of Hadith: the teaching of Muhammad, it adds to the Qur'an, the vast collections of Hadith which exist, the problems of the Hadith, their reliability and the process of checking
 - consideration of how essential these sources are to the Muslim community
 - consideration of Muslim beliefs about the Qur'an: final, uncorrupted revelation of Allah, Muhammad's miracle, all the guidance a Muslim needs
 - the limitations of the Qur'an, topics not considered, the problem of no chronological order, abrogation, modern advancements and modern dilemmas not dealt with
 - consideration of the problems or otherwise of dealing with ancient documents, the challenges of interpretation and application. [15]

50

Section A**50**

Section B

AVAILABLE MARKS
50

Answer **one** question from Section B.

- 3 (a)** A description and explanation could include, e.g.:
- Salat: second of Five Pillars
 - repeated five times per day, in mosque or at home
 - ritual of wudu, removal of shoes symbolism of these
 - direction of Mecca, birthplace of the prophet Muhammad
 - performance of rakah, recitation of the Qur'an, use of Arabic, significance of language for Muslims
 - role of muezzin and Imam
 - shows submission, obedience to the Qur'an, reward, closeness to Allah, means of forgiveness, sense of brotherhood, sense of identity, brings discipline. [35]
- (b)** An exploration of the view could include, e.g.:
- consideration of other aspects of human experience
 - consideration of the value of religious buildings: communal worship, a place for teaching, a place for religious ceremonies, a place for activities for people of all ages, a place to be used by the wider community
 - the changing nature of society, more secular, more individualistic, disillusionment with established religion
 - consideration of the significance of technology and the media, replacing collective worship
 - the Christian Church as ecclesia, as a faith community rather than a building
 - historical and/or contemporary exemplification. [15]

- 4 (a) A description and explanation could include, e.g.:
- **Eid ul Fitr and Eid ul Adha** are the two major festivals
 - both festivals come at the end of the Pillars of Sawm and Hajj
 - **Sawm** is observed once a year by those who are able, fasting during the month of Ramadan, between sunrise and sunset, increased prayer and reading of the Qur'an, 27th of Ramadan remembers the Night of Power and receiving of the Qur'an, celebration meals in the evening
 - Eid ul Fitr is celebrated at the end of Ramadan and celebrates the breaking of the fast
 - people prepare food, decorate their homes, have gifts and cards
 - there are celebration meals that evening and the next day, the mosque is visited, sermons relate to charity, the dead are remembered, a community time
 - **Hajj** is observed once in a lifetime, rituals are performed in Mecca, Arafat, Muzdalifah, and Mina, highly symbolic
 - Eid ul Adha involves making an animal sacrifice, remembers Abraham, some of meat is kept for a feast and some is given away to the poor
 - understanding of the significance of the pillars and festivals: part of ibadah (worship), commanded, the value of the individual, value to the community, greater understanding of the suffering which arises from poverty and hunger, the promise of reward. [35]
- (b) A comment on the claim could include, e.g.:
- consideration of other aspects of human experience
 - a consideration of how festivals may give religious believers a sense of community
 - a consideration of how festivals may lack any real religious meaning, the challenge of materialism, the challenge of excess, festivals could be divisive
 - a consideration of other religious rituals which could bring a greater sense of community, could be more authentic
 - a consideration of how significant festivals are compared to other rituals
 - festivals and rituals as both serving to establish connectivity with religious life
 - a consideration of other sources of religious identity
 - historical and/or contemporary exemplification. [15]

Section B**Total**

50

50**100**