



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2014**

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**Religious Studies**

**Assessment Unit A2 8**

*assessing*

**Islam: Law, Tradition and Practice**

**[AR281]**

**FRIDAY 6 JUNE, MORNING**

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**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 outline and discussion could include, e.g.:

- Definition of 'Jihad', to struggle or strive
- The distinction between Greater and Lesser Jihad
- The encouragement to fight for Allah
- The reward of paradise if one fights for Allah
- The victory which Allah provides
- The spoils of war
- Those who are excused from fighting
- The punishment for those who refuse to fight
- Specific reference to the Qur'an

[30]

(b) A critical assessment of the claim could include, e.g.:

- Consideration of reasons why Muslims may have little knowledge of the Qur'an, e.g. lack of education, lack of personal inquiry, does not suit their purpose, strength of culture and tradition
- The challenge of following the Qur'an, an ancient document, limited content, unaware of contemporary society and technological and medical developments
- The challenge of following the Hadith and Sunna, ancient sources, reliability
- Consideration of problematic issues in relation to war, the Islamic conditions for war, the sanctity of life, the existence of terrorism
- The treatment of women, the liberation offered by the Qur'an is not enjoyed, dowry, divorce, worship in the mosque, honour killings, circumcision
- The issues created by the veiling of women, the insistence on total covering, the Qur'anic principle of modesty, contentious cases in Britain and France
- Consideration of whether or not the Qur'an and its interpretation may be problematic, e.g. seems to encourage killing in the name of Allah, problematic text which allows the beating of women
- Consideration of whether ignorance of the Qur'an is the only thing which is creating problems for the Muslim community, other problems such as western values, assimilation, scientific research, technological advances, international politics, prejudice, the media
- Consideration of whether or not contemporary society provides the challenge, or western society and values
- Consideration of contemporary values such as: women, equal rights, education, modesty, being in mixed company before marriage, dating, sex outside marriage, living together, the regularity of divorce

[20]

50

2 (a) An outline and examination could include, e.g.:

- Birth rituals: whispering in the ear, tahnik, aqiqah, sacrifice, naming and kunya names, circumcision or khitan, bismillah in later childhood
- The symbolism of such rituals
- The significance of such rituals for the individual, the family, the community or ummah
- Marriage rituals: the dowry, the nikah, the walimah, polygamy, arranged marriages
- The symbolism of such rituals
- The significance of such rituals for the individual, the family, the community
- The inter-relationship between Qur'anic teaching and culture [30]

(b) A critical evaluation of the claim could include, e.g.:

- Consideration of the extent to which rituals may seem irrelevant in the modern world
- Consideration of the possibility that rituals are out-dated, the world has moved on in relation to scientific inquiry and technological advances
- Consideration of the possibility that multi-cultural societies may neutralise rituals
- Consideration of how ritual can become empty as they are repeated so often
- Consideration of the impact of differing levels of religious commitment
- Consideration of how the relevance of rituals may depend on where you live
- Consideration of continuing relevance: valuable to individual, valuable to family, valuable to the community
- Consideration of how inviting Allah to participate in critical moments in life, allows expression of emotion
- Consideration of how rituals give a sense of identity and belonging, sense of continuity and passing on traditions [20]

AVAILABLE  
MARKS

50

3 (a) An examination could include, e.g.:

- Belief in Hidden Imam, the seveners / Ismail and twelvers / Muhammad al Muntazzar, communication via mujtahid or ayatollah
- Beliefs in relation to Allah, semi-divine nature of Hidden Imam, the status and honouring of Husayn, accusations of shirk (unforgivable sin)
- Beliefs in relation to Muhammad and the Qur'an, Hidden Imam can bring new revelations
- Beliefs in relation to the afterlife as Husayn's death is seen to bring salvation or atonement, do not believe in predestination
- Altered and extended Pillars: Shahadah added to, use mud brick from Karbala for prayer, amount of Zakat increased, hours of Sawm longer, additional pilgrimage sites for Hajj
- Additional Festivals commemorating Shia events
- Controversy caused by Sufism within the Muslim community
- Mut'a marriages

[30]

(b) A critical assessment of the claim could include, e.g.:

- Consideration of the possible sources of division within Islam
- Consideration of the crisis caused by Muhammad's death
- Consideration of the impact of leadership disputes
- Consideration of the significance of the Sufi reaction to developments within Islam and the emphasis on religious experience
- Consideration of the level of responsibility of the first four Caliphs
- Consideration of critical decisions made by the Caliphs
- Consideration of the personal weaknesses of the Caliphs
- Consideration of the enormous challenges facing the Caliphs
- Consideration of the positive contributions of the first four Caliphs, uniting the community, dealing with rebellion, dealing with governors, expanding the empire

[20]

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AVAILABLE  
MARKS

4 (a) An outline and explanation could include, e.g.:

**Allah:**

- The concept of Tawhid
- God is one, strict monotheists, the sin of shirk
- Eternal, omnipresent, omnipotent, omniscient
- Creator, judge
- Immanence, Transcendence
- Merciful and Compassionate
- Ninety-Nine names

**Angels:**

- Angels are part of the concept of Risalah.
- Angels were the first creation, immortal, no free will, male, can communicate with mankind, made of light, recording angels, Jibrail, Mikail, Israfil, Izrail, the devil (Iblis or Shaytan)
- Developments or variations in these beliefs in the Muslim community

- Two of the five Articles of Faith

[30]

(b) A critical evaluation of the claim could include, e.g.:

- Consideration of how difficult it is to believe in Allah, due to a desire to blend in society, atheism, secularism, religious pluralism, misunderstandings of Islam, the influence of science / technology
- Consideration of how controversial it is to believe in Angels, the supernatural, Satan, alternative explanations of events or 'miracles'
- Consideration of how controversial the other key Islamic beliefs are
- Consideration of controversies caused by the Qur'an, the sacred text
- Consideration of the controversies connected to the idea of Prophets
- Consideration of how controversial it is to believe in a final judgement, the afterlife, predestination
- Consideration of whether it is belief which is difficult, or living out the belief, the Pillars, Shariah, submission, conforming to the expectations of the family or community
- Consideration of other aspects of being a Muslim which may be challenging, differing views within the community
- Consideration of the whole-hearted commitment of Muslims, who will continue to believe whether or not it is difficult

[20]

50

**Section A**

**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 some key ideas which have established orthodoxy candidates should refer to at least two different areas of study and could consider the following, e.g.:
- Reference to ideas which have been foundational in establishing orthodoxy, defending orthodoxy, or challenging orthodoxy
  - Reinforcing the fundamental tenets of the faith
  - Obedience to a sacred text
  - The significance of key people in promoting ideas
  - The debates regarding the sources of orthodox ideas
  - The way/s in which orthodoxy/ orthodoxies develop
  - The consequences of debates over orthodox ideas
  - 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 impact of conflicting orthodoxies
  - Consideration of how significant sacred texts, their interpretation and application are in orthodoxy debates, other possible sources of orthodox ideas
  - Consideration of the significance of religious establishments and leaders in creating conflict over orthodoxy or being progressive and revising orthodoxy
  - Consideration of whether orthodoxy is the greatest challenge to communities, other greater challenges such as orthopraxy, changing nature of society, changing values, the impact of scientific and technological developments, increasing secularism, religious pluralism
  - Consideration of the inevitability of conflict over orthodoxy
  - Consideration of orthodoxy, historical and/or contemporary [20]

Section B

Total

AVAILABLE  
MARKS

50

50

150