



**General Certificate of Secondary Education  
2011**

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**Religious Studies**

Paper 6

World Religions: Islam

**[GRS61]**

**THURSDAY 9 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## Foreword

### Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

### The purpose of mark schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

## General Marking Instructions and Mark Grids

### Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

### AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

#### Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

### **AO2: [5] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

### **AO2: [10] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## Section A

Answer **all** questions.

AVAILABLE MARKS
15

### 1 The Life of Muhammad

- (a) (i) 570CE.  
(AO1) [1]
- (ii) Mecca.  
(AO1) [1]
- (iii) Khadijah.  
(AO1) [1]
- (iv) 40.  
(AO1) [1]
- (v) The Night of Power.  
(AO1) [1]
- (b) Answers may include:
- Muhammad brought the final revelation of God
  - He receives the actual words of God that are recorded infallibly in the Qur'an
  - He is the greatest because he acts as a mouthpiece for God.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c) Answers may include:
- provides an example for Muslims, as he was obedient in all respects
  - he was faithful to his commitments and calling
  - he was a good leader, who led by example.
- On the other hand:
- followers of other religions should follow their religious leaders
  - Muhammad was a military leader and not all will agree with his military actions
  - the question of how reliable the historical sources are for the life of Muhammad.
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

**2 Prayer**

- |   |      | AVAILABLE<br>MARKS |
|---|------|--------------------|
| <b>(a) (i)</b> 1. and 2. Ritual washing/appropriate clothes must be worn/a clean place or use of mat.<br>(AO1)  | [2]  |                    |
| <b>(ii)</b> Five.<br>(AO1)  | [1]  |                    |
| <b>(iii)</b> Face Mecca.<br>(AO1)   | [1]  |                    |
| <b>(iv)</b> Friday.<br>(AO1)  | [1]  |                    |
| <b>(b)</b> Answers may include:   |      |                    |
| <ul style="list-style-type: none"> <li>• prayer is important in that it is an acknowledgement that there is a greater power in the world than humankind</li> <li>• belief in prayer directs us to the good and what is worthwhile</li> <li>• God answers prayer.</li> </ul> |      |                    |
| On the other hand:  |      |                    |
| <ul style="list-style-type: none"> <li>• can we be sure that prayer changes things</li> <li>• not all accept that God exists, and therefore prayer is not answered</li> <li>• different religions believe in different Gods, they do not all exist.</li> </ul>              |      |                    |
| Accept valid alternatives   |      |                    |
| Mark in levels<br>(AO2)   | [10] | 15                 |

**3 The Qur'an****(a)** Answers may include:

- God's revelation of the Qur'an through the Angel Gabriel
- reference to the call of Muhammad on Mount Hira
- Muhammad passed on the words he heard from God
- often he entered a trance-like state.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- the Qur'an contains the actual words of God, therefore it is infallible
- God directly revealed the Qur'an
- the Qur'an was revealed to Muhammad
- Sharia is the code of behaviour to be followed by a Muslim
- Sharia draws on the Qur'an, the Hadith and local laws
- Sharia applies the insights of the Qur'an to new situations
- there are different schools of law.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(c)** Answers may include:

- sacred books are human products and reflect human thinking
- it is arrogant to think that God communicates with people
- God can speak through individuals
- God created individuals so he can communicate with them.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**4 Belief in God****(a)** Answers may include:

- “there is no God but Allah, and Muhammad is his prophet.”
- God is all-wise, all good and all-powerful
- God is revealed in the Qur’an
- God judges men and women for their actions.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- both loving your neighbour and loving God are of equal importance
- love of God inspires us to love our neighbour
- how can we love God who we do not see if we do not love our neighbour that we do see
- loving our neighbour is the most important thing.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A****60**AVAILABLE  
MARKS

## Section B

AVAILABLE  
MARKS

## 5 Pilgrimage

(a) Answers may include:

- at least once in a Muslim's life, if possible, a Muslim goes on a sacred pilgrimage to Mecca – the Hajj
- once a year, Muslims of every ethnic group, colour, social status, and culture gather together in Mecca and stand before the Kaaba praising Allah together
- the Hajjis or pilgrims wear simple white clothes called Ihram. During the Hajj the pilgrims perform acts of worship and they renew their sense of purpose in the world
- it is a ritual that is designed to promote the bonds of Islamic brotherhood and sisterhood by showing that everyone is equal in the eyes of Allah.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Hajj is designed to promote the bonds of Islamic brotherhood and sisterhood by showing that everyone is equal in the eyes of Allah
- Hajj can cancel out one's sins, if there is repentance and a fresh commitment to keep God's commandments
- done in obedience to Muhammad and the Qur'an
- provides renewed commitment to resist evil and the Devil
- remember the great events in Muslim history.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Islam allows for exceptions to the Pillar of Hajj
- the confession of faith is the most important Pillar
- all Muslims should follow the Five Pillars.

On the other hand:

- you can be a good follower of God without going on pilgrimage
- there are more important aspects of religion, such as prayer and loving your neighbour
- brings about a two-tier system: those who can afford to go on pilgrimage and those who do not.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 The Practice of Islam****(a)** Answers may include:

- Islam specifies which foods are halāl (lawful) and which are harām (unlawful)
- this is based on rules found in the Qur'an, the holy book of Islam
- according to the Qur'an, the only foods explicitly forbidden are meat from animals that die themselves, blood, the meat of pigs, and animals dedicated to other than God. (Qur'an 5:3) Stated in the Qur'an is an exception in case of hardship or lack of alternatives
- food must be ritually slaughtered: throat cut with a sharp knife.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- practise Islam at home
- teach the children Arabic/or take to classes
- send to a Muslim school
- teach them how to pray.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(c)** Answers may include:

- men required by the Sharia to marry another Muslim
- women perform religious duties in the home
- the need for common values.

On the other hand:

- people need to be free to choose whether to believe in God or not
- followers of God may be intolerant
- there can be good societies that are not religious.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 Sufism

(a) Answers may include:

- Sufism is an aspect or dimension of Islam
- Sufi orders (Tariqas) can be found in Sunni, Shia and other Islamic groups
- several origins of the word “sufi” have been suggested. It may derive from the word for “wool” and the woollen garments worn by early Sufis
- Sufis seek mystical encounter with God
- spiritual exercises are followed: fasting, dancing, intense personal prayer, membership of brotherhoods, etc.
- Dhikr as practised by Sufis is the invocation of Allah’s divine names, verses from the Qur’an, or sayings of the Prophet in order to glorify Allah. Dhikr is encouraged either individually or in groups and is a source of tranquillity for Sufis.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the danger of Shirk and associating mystics with God
- Sufism challenges the authority of the law schools and the traditional rule-governed nature of Islam
- obedience to God is what matters not experience of Him, after all God is transcendent.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- experience of God is important in that it brings a sense of certainty to one’s beliefs
- beliefs and practices aim to bring about experience of God
- when we experience God we obey him.

On the other hand:

- experience can be misleading
- love of neighbour is what matters
- obedience is more important than experience.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**Section B**

20

**40**

**Total**

**100**

AVAILABLE  
MARKS