



Rewarding Learning

**General Certificate of Secondary Education
2014**

Religious Studies

Paper 6

World Religions: Islam

[GRS61]

TUESDAY 20 MAY, AFTERNOON

**MARK
SCHEME**

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.**1 The Festival of Eid-ul-Fitr**

- | | | AVAILABLE MARKS |
|---|-----|-----------------|
| <p>(a) (i) Eid
(AO1)</p> | [1] | |
| <p>(ii) Ramadan
(AO1)</p> | [1] | |
| <p>(iii) Moon
(AO1)</p> | [1] | |
| <p>(iv) (1) and (2) Two from: special food, gifts presented to family members, sumptuous dinner, house decorated, cards displayed
Accept valid alternatives
(AO1)</p> | [2] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • Money given to the poor and to charity • Rejoice at the end of the fast • People make a new beginning • Forgiveness and love • The joy of religious community. <p>Accept valid alternatives
Mark in levels
(AO1)</p> | [5] | |
| <p>(c) Answers may include:</p> <ul style="list-style-type: none"> • Colour, pageant and dressing up are things that appeal to children • Children are inducted into the tradition through ritual and stories • Presents are given to children to gain their interest and enthusiasm. <p>On the other hand:</p> <ul style="list-style-type: none"> • Families and individuals without children celebrate religious festivals • Festivals reinforce a sense of community • Religious practice is important for all. <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [5] | 15 |

2 The Qur'an

		AVAILABLE MARKS
(a) (i)	Arabic (AO1)	[1]
(ii)	Gabriel (AO1)	[1]
(iii) (1) and (2)	Two from: Adam, Abraham, Moses, Noah, David, Jesus Accept valid alternatives (AO1)	[2]
(iv)	Hafiz (AO1)	[1]
(b)	Answers may include: <ul style="list-style-type: none"> • Qur'an claims to be the Word of God • Copy of the Qur'an in heaven • Spoken to Muhammad through the angel Gabriel • The beauty of its composition proves its divine origin. <p>On the other hand:</p> <ul style="list-style-type: none"> • The Qur'an seems to reflect Muhammad's understanding • Revelations related to Muhammad's interests • Differences between Qur'an and stories from the Hebrew Bible. Accept valid alternatives Mark in levels (AO2)	[10]
		15

3 The Mosque

(a) Answers may refer to:

- Fountain or washing room
- Minaret
- Prayer Hall
- Minbar
- Qiblah wall.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- As a centre for prayer and worship
- Attendance for worship on Fridays
- Mosques provide education and classes for Muslim children and adults
- Mosques can act as law courts for the Muslim community
- Births and marriages are celebrated at the mosque.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God is present everywhere
- Special buildings are an unnecessary expense
- Special buildings bring people together and encourage a sense of community
- Special buildings commemorate events in the lives of religious leaders and founders.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

4 Charity

(a) Answers may include:

- Zakat means 'to purify or cleanse'
- 1/40 of earnings yearly
- To help the poor
- To release from debt
- Usually paid in secret.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Huge amount collected in taxes spent on welfare
- Many charities are supported by the government
- High levels of social support in the UK compared with most other countries
- Legislation to ensure people are supported.

On the other hand:

- Poverty still exists
- People can freely direct their money where they want
- Religions encourage their members to support others financially.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

Section B

AVAILABLE
MARKS**Assessment of Spelling, Punctuation and Grammar**

If the candidate does not answer the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance [1]

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance [2]–[3]

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance [4]–[5]

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

5 Contemporary Issues

(a) Answers may include:

- The role and importance of the Prophet's wife, Kadhija
- Religion is passed on in the home by women
- Women are faithful to the teachings of the Prophet.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Reference to dietary requirements
- Standards of dress and behaviour
- Women not encouraged to work outside the home
- Negative attitudes shown to Muslims.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The issue of what is a Western lifestyle
- Western lifestyles encourage women to be free
- Western clothes allow women to express their individuality.

On the other hand:

- There is evidence that women in the West are not particularly happy
- The lives of women become dominated by commercial interests
- Modest traditional dress is a protest against the 'sexualisation' of young people.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

6 Muhammad the Prophet of GodAVAILABLE
MARKS**(a)** Answers may include:

- The events of the 'Night of Power'
- Muhammad called when he was 40 years old
- Praying alone on Mount Hira
- 'Recite in the name of your Lord'
- Visitation of Gabriel.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(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:

- The modern world is so different from the time of revelation
- People today face very different issues, which people from long ago could not have anticipated
- People no longer sure that there were prophets from God in the past.

On the other hand:

- The message of God is always relevant
- Principles can be derived from revelation and applied today to new situations and issues
- People today do not want to acknowledge the voice of God.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 The Pillar of Prayer

(a) Answers may include:

- Ritual washing/appropriate clothes must be worn/a clean place
- Pray five times each day
- Face Mecca
- Communal prayer on Fridays
- Description of the rakats.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Prayer is important in that it is an acknowledgement that there is a greater power in the world than humankind
- God commands prayer
- Communal prayer brings the community together.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Belief in prayer directs us to the good and what is worthwhile
- God answers prayer
- Changed people change the world
- Miracles still happen.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B**40****SPaG****5****Total****105**