



**General Certificate of Secondary Education
2017**

Religious Studies

Paper 6

World Religions: Islam

[GRS61]

TUESDAY 23 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 Qur'an**

- (a) (i) Arabic (AO1) [1]
- (ii) Gabriel (AO1) [1]
- (iii) Hira (AO1) [1]
- (iv) Allah (AO1) [1]
- (v) Merciful (AO1) [1]

(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.
- Hadith reports the statements and actions of Muhammad.
- The example of Muhammad should be followed.
- Hadith helps to interpret the Qur'an.
- The two major aspects of a Hadith are the text of the report and the chain of narrators.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- They can teach us about God.
- They can teach us about how to live.
- Contain stories that can inspire us to do good things.
- Specific examples may be given – to love our neighbour, act justly.

On the other hand:

- People are no longer religious.
- Sacred books do not address contemporary issues and are therefore not relevant.
- Different sacred books contradict each other.
- Some religious books may have unsuitable content for some age groups.

Accept valid alternatives

Mark in levels

(AO2) [5]

AVAILABLE
MARKS

15

2 The Pillars of Islam

- | | | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) (i) | Mecca
(AO1) | [1] |
| (ii) | 1. Allah (God)
2. Muhammad
(AO1) | [2] |
| (iii) | Ramadan
(AO1) | [1] |
| (iv) | 2.5%
(AO1) | [1] |

(b) Answers may include:

- All religions encourage charity.
- Reference to the teaching of Islam or of other religions on giving to charity.
- Giving to charity is an important part of loving your neighbour.
- Religion has to do with positive actions for others.
- Muhammad is an example to Muslims in all things.

On the other hand:

- The central focus of religion is God.
- The state now cares and supports people.
- Religion is concerned with religious duties and rituals and preparing for the after-life.
- All parts of obedience to God are equal.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 Eid-ul-Adha

AVAILABLE MARKS

(a) Answers may include:

- At the end of the Hajj (annual pilgrimage to Mecca), Muslims throughout the world celebrate the holiday of Eid-ul-Adha (Festival of Sacrifice).
- All the members of the Muslim family perform Eid-ul-Adha prayers (Salah) in large groups.
- Muslims wear new and beautiful clothes on the festival.
- Early in the morning prayers are recited by them to remember God and then the day begins with the breakfast of Sheer Korma.
- Soon after the breakfast the animal is sacrificed and then the meat of the slaughtered animal is distributed among the neighbours, friends, family and poor people.
- It is believed that the meat of the sacrificed animal must be distributed in three equal parts among neighbours and friends, family members and poor people.
- Muslims greet each other with good wishes for the festival along with the meat of the slaughtered animal. Muslims visit and spend time with their loved ones.
- Children make Eid-ul-Adha greetings and present them to all their family.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Eid-ul-Adha is the “festival of Sacrifice”.
- Also known as the Greater Eid; it is the second most important festival in the Muslim calendar.
- Celebrates the occasion when Allah appeared to Ibrahim in a dream and asked him to sacrifice his son Isma’il as an act of obedience to God.
- The devil tempted Ibrahim by saying he should disobey Allah and spare his son. As Ibrahim was about to kill his son, Allah stopped him and gave him a lamb to sacrifice instead.
- The story illustrates the faithfulness of Ibrahim.
- It teaches that we too must make sacrifices for God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Animal sacrifice is commanded by God and therefore people should obey.
- Animal sacrifice has had a place in a number of other religions, e.g., Judaism
- Animal sacrifice teaches that there is more to life than food and possessions.
- The rules of God are unchanging.
- Animals are killed humanely.

On the other hand:

- Animal sacrifice is cruel.
- Animals have rights.
- It is illegal in many countries.
- Religion has to do with love and kindness and helping others not killing animals.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

4 Sunni and Shi'a Islam

(a) Answers may include:

- Shi'a Muslims believe that following the Prophet Muhammad's death, leadership should have passed directly to his cousin/son-in-law, Ali.
- Sunni Muslims make up the majority (85%) of Muslims all over the world.
- Shi'a Muslims believe that the Imam is sinless by nature, and that his authority is infallible as it comes directly from God.
- Shi'a Muslims often venerate the Imams as saints and perform pilgrimages to their tombs and shrines in the hope of divine intercession.
- Sunni Muslims believe there is no basis for a hereditary privileged class of spiritual leaders, and no basis for the veneration or intercession of saints.
- Sunni Islam centres on Sharia, Sacred law, Shi'a on special leaders.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Reference to historical examples of religions causing conflict.
- Contemporary example from the Middle East, Syria.
- Reference to the situation in Northern Ireland.
- Sacred scriptures give support to violence and engaging in war; the concept of Jihad in Islam.

On the other hand:

- Both World Wars had nothing to do with religion.
- Religion encourages peace and forgiveness.
- Nationalism and the Nation State are responsible for most wars.
- Wars are caused by people, not religion.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

AVAILABLE
MARKS

Section B

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

If the answer does not address 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 (Salat) Prayer**(a)** Answers may include:

- Salat is intended to focus the mind on Allah.
- Muhammad prayed 5 times a day.
- Travelled to various places to be alone in order to pray.
- Some may refer to revelation of God at Mount Hira.
- Muhammad prayed before all important decisions.
- Ordered that prayer should be in the direction of Mecca.
- Muhammad viewed prayer as a personal communication with Allah, expressing gratitude and worship.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Salat is intended to focus the mind on Allah.
- It is seen as a personal communication with Allah, expressing gratitude and worship.
- According to the Qur'an, the benefit of prayer "restrains [one] from shameful and evil deeds".
- Obedience to God.
- The prayers are essentially expressions of adoration of God, but the worshipper may add his own personal request.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- If you do not believe in God, there is no point in praying.
- There are many examples of people praying and nothing happening in response.
- If prayer changes things there would be evidence.
- It is better to help people than to pray for them.

On the other hand:

- Prayer changes our attitudes to situations.
- People are healed as a result of prayer.
- Prayers are answered but we may not get the result we want.
- Evidence from the experience of religious people.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Rules and laws

(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 naturally, blood, the meat of pigs, and animals dedicated to other than God. (Qur'an 5:3) 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.
- Alcohol is forbidden.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The issue of Islamophobia: bigotry and intolerance.
- Holidays may follow a Christian calendar.
- Different attitudes and values.
- Differences in the role and place of women in society.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God intends that everyone follows his commands.
- Sharia law is based on revelation from God.
- If Sharia law were applied there would be less crime.
- Sharia law protects people and creates a just society.

On the other hand:

- Not every society is Muslim.
- People have a right to choose how to live for themselves.
- Sharia law was created for different types of societies than we have today.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Birth Rites

(a) Answers may include:

- The Muslim call to prayer or Adhan (“God is great, there is no God but Allah. Muhammad is the messenger of Allah. Come to prayer.”) are the first words a newborn Muslim baby should hear. They are whispered into the right ear of the child by his or her father.
- The baby’s first taste should be something sweet, so parents may chew a piece of date and rub the juice along the baby’s gums.
- After seven days the baby’s head is shaved.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The child should be brought up in the religious traditions of Islam.
- At the beginning of life, a child is dedicated to God.
- The sweetness of dates symbolised the sweetness of life under God.
- The baby’s head is shaved to show that the child is the servant of Allah.
- At the beginning of life the child hears about God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Religious truth should be passed on from generation to generation.
- Parents have a right to bring up their children in the religion of their choice.
- Parents are responsible for their children and have a right to induct them into their commitments and beliefs.
- Children can decide for themselves when they are older.
- Religion reinforces moral behaviour.

On the other hand:

- Children have a right to decide for themselves about their religious identity.
- It is indoctrinatory to bring up a child to be religious.
- The truth of religion is debatable.
- Religion perpetuates divisions in society.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

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