



**General Certificate of Secondary Education
2018**

Religious Studies

Paper 6

World Religions: Islam

[GRS61]

THURSDAY 24 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 of 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 Belief and Practice

- | | | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) (i) | Call Muslims to prayer
(AO1) | [1] |
| (ii) | Five
(AO1) | [1] |
| (iii) | Mecca
(AO1) | [1] |
| (iv) | Friday
(AO1) | [1] |
| (v) | Imam
(AO1) | [1] |
| (b) | Answers may include: <ul style="list-style-type: none"> The Quran mentions twenty five prophets Examples are Adam, Noah, Abraham, Lot, Jacob, Joseph, Moses, Elijah, David, etc. All prophets preached about the oneness of God Prophets protected by God Prophets spoke on behalf of God Distinction between prophets and messengers, etc. Accept valid alternatives
Mark in levels
(AO1) | [5] |
| (c) | Answers may include: <ul style="list-style-type: none"> People no longer believe in God The stories of prophets are from long ago, when people were uncritical Some of the things prophets say are not convincing. On the other hand: <ul style="list-style-type: none"> If God is God he can communicate to prophets God uses prophets to teach us what to believe and how to behave A message from God is always relevant and timeless. Accept valid alternatives
Mark in levels
(AO2) | [5] |
| | | 15 |

2 Muhammad and Leadership

- | | | AVAILABLE MARKS |
|---|-----|-----------------|
| (a) (i) Medina
(AO1) | [1] | |
| (ii) Gabriel
(AO1) | [1] | |
| (iii) Badr, Uhud or Battle of the Ditch/Trench
(AO1) | [1] | |
| (iv) Abu Bakr
(AO1) | [1] | |
| (v) Shia Islam
(AO1) | [1] | |

(b) Answers may include:

- One leader provides a strong source of authority
- The teaching of the religion is clear and unambiguous
- Creates a sense of unity.

On the other hand:

- Religious believers are entitled to their own opinions
- Sacred texts lend themselves to different interpretations
- People disagree over religion
- It is unrealistic in practice.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

3 Ramadan

AVAILABLE
MARKS

(a) Answers may include:

- Muslims try to give up bad habits during Ramadan, and some will try to become better Muslims by praying more or reading the Qur'an
- Many Muslims will attempt to read the whole of the Qur'an at least once during the Ramadan period
- Many will also attend special services in Mosques during which the Qur'an is read
- Fasting during the hours of daylight
- Ramadan is a time for friends and family and people often come together for the evening meal
- It is common to have one meal (known as the suhoor), just before sunrise and another (known as the iftar), directly after sunset.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Fasting is intended to help teach Muslims self-discipline, self-restraint and generosity
- It also reminds Muslims of the suffering of the poor, who may rarely get to eat well
- It is a requirement of Islam (Pillar)
- An act of obedience to God
- Gives a sense of common purpose and community.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Reveals self-discipline and strength of character
- Fasting is good for your health
- Makes you appreciate the value of food
- Fasting creates the opportunity to focus on spiritual matters.

On the other hand:

- What you eat does not influence the kind of person you are
- There are good people who do not fast
- It is an old fashioned religious practice.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Allah

(a) Answers may include:

- The oneness and unity of God
- God is compassionate and merciful
- God is all-knowing, all powerful, and omniscient
- God created the universe
- God reveals his message in the Qur'an
- God is just and righteous.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Religions teach that we should do good to others
- Religion is concerned with behaviour
- God shows kindness and mercy and so should his followers
- Compassion is central to all religions.

On the other hand:

- Religion is chiefly about a relationship to God
- Beliefs and religious observances are central to religion
- You do not have to be religious to show love to your neighbour
- Religions also can support violence and oppression.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A**60**

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 Muhammad

(a) Answers may include:

- Muhammad (whose name means “highly praised”) was born in Mecca in 570 AD
- His father died shortly before his birth, and he lost his mother at the age of six
- The young orphan was then raised primarily by his uncle, for whom he worked as a shepherd
- As a young man, Muhammad worked as a camel driver between Syria and Arabia
- At age 25, Muhammad was employed by Khadija, a wealthy Meccan widow 15 years his senior
- Muhammad and Khadija married
- He frequently went into the desert to meditate and pray.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Muhammad's message to his countrymen was to convert from pagan polytheism, immorality and materialism, repent from evil and worship Allah, the only true God
- In the first three years of his ministry, Muhammad gained only 40 followers
- His teachings threatened the Meccan way of life, both moral and economic: he criticised paganism and polytheism; he condemned the making and worship of idols; he called for honesty and truthfulness in business
- As a result he and his followers experienced persecution: mockery, violence, ostracism in business
- Threats to kill Muhammad and his followers.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- A leader is called to proclaim the truth, whatever the consequences
- Some people oppose the truth
- Leaders can bring people together and create a sense of community
- It is people that choose to divide themselves from others.

On the other hand:

- Leaders often condemn other people
- Religion divides communities
- Leaders have an us and them mentality and see things in terms of black and white, which is not true to reality.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Marriage

AVAILABLE MARKS
20

(a) Answers may include:

- Marriages in Islam are often arranged (by the two families of the bride and groom) but these can only take place with the consent of both parties
- If someone was forced to marry then the marriage would be invalid
- Courting or 'going out together' is not permitted and the couple who may be married are only allowed to meet each other when members of their families are present
- Muslim men may have up to four wives but each wife must be treated equally and his other wives must agree before a Muslim may take another wife
- Divorce is allowed in Islam, although it is regarded as a last resort
- A man cannot seek a divorce from his wife until it is certain that she is not pregnant, as he might then change his mind
- A man and a woman can remarry twice, but after a third divorce remarriage to each other cannot take place unless the woman has been married to another man in the meantime
- A woman can also obtain a divorce, either by an agreement with her husband or because of his treatment of her.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- So that the Islamic faith is passed on to a new generation
- It would be difficult to have a marriage partner who did not support and follow all the rules and regulations of Islam
- So that the children will have a proper example in the home.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- People live longer and this puts a strain on relationship
- People change and fall out of love
- People are no longer willing to remain in a relationship that does not meet their needs
- A decline in Christian commitment means that fewer people now believe that divorce is wrong.

On the other hand:

- Marriage is the best context in which to bring up children
- Marriage brings stability to relationships
- We make promises in the marriage ceremony and they should be kept.

Accept valid alternatives

Mark in levels

(AO2)

[10]

7 The Pillar of Hajj

(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 Kaa'ba praising Allah together
- The Hajjis or pilgrims wear simple white clothes called Ihram
- Pilgrims enter the state of purity in which they will remain throughout the Hajj
- While in the state of ihram, pilgrims must not cut their nails or hair, engage in sexual relations or argue
- In part, the Hajj commemorates the stories of Abraham, Hagar and Ishmael
- Reference to circling the Kaa'ba 7 times, prayers and running between the small mountains of Safa and Marwa
- On the eighth day and night, the pilgrim stays at Mina or Arafat
- On the ninth day, the ritual of "standing" takes place at the small hill of Jabal al-Rahma in Arafat
- Stoning the Devil at Mina
- The tenth day is the festival of Eid al-Adha (The Feast of Sacrifice)
- The pilgrim then returns to Mecca
- The head is then shaved or the hair is trimmed, which marks the end of the state of ihram.

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:

- Pilgrimage is still very popular
- Provides opportunity to renew one's faith in the company of others
- An act of dedication to God
- A protest against materialism and the pressure of modern life.

On the other hand:

- Pilgrimage is now commercialised
- It is of no religious value in itself
- Usually based on false and untrue stories.

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section B

SPaG

Total

AVAILABLE
MARKS

20

40

5

105