OCR
Oxford Cambridge and RSA

GCSE

Religious Studies A (World Religion(s))

Unit **B577:** Islam 1
(Beliefs, Special Days, Divisions and Interpretations)

General Certificate of Secondary Education

Mark Scheme for June 2014

Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
BP	Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
BOD	Benefit of the doubt
NBOD	Benefit of the doubt not given
tick	Tick
Cross	Cross
?	Unclear
AL	Accurate Language
AE	Attempts evaluation
DEV	Development
IRRL	Significant amount of material that does not answer the question
TV	Too vague

Subject-specific Marking Instructions

General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1   Weak, Satisfactory, Good
AO2   Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

(i)   to place all the candidates in the correct rank order
(ii)   to use the full range of marks available – right up to the top of the range; 'Good' means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication, Spelling, Punctuation and Grammar

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;

- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;

- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.

Spelling, punctuation and grammar (SPaG) Assessment Grid

High performance 3 marks
Candidates spell, punctuate and use 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.
Intermediate performance 2 marks
Candidates spell, punctuate and use 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.
Threshold performance 1 mark
Candidates spell, punctuate and use 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.

AO1 part (d) question

Level 3 5-6	A **good** answer to the question. Candidates will demonstrate a clear understanding of the question. • A fairly complete and full description/explanation/analysis • A comprehensive account of the range/depth of relevant material. • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms. • There will be few if any errors in spelling, grammar and punctuation
Level 2 3-4	A **satisfactory** answer to the question. Candidates will demonstrate some understanding of the question. • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation
Level 1 1-2	A **weak** attempt to answer the question. Candidates will demonstrate little understanding of the question. • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive
Level 0 0	**No evidence submitted or response does not address the question.**

AO2 part (e) question

Level 4 10-12	A **good** answer to the question. Candidates will demonstrate a clear understanding of the question.	Level 2 4-6	A **limited** answer to the question. Candidates will demonstrate some understanding of the question.
	• Answers will reflect the significance of the issue(s) raised		• Some information will be relevant, although may lack specific detail.
	• Clear evidence of an appropriate personal response, fully supported		• Only one view might be offered and developed
	• A range of points of view supported by justified arguments/discussion		• Viewpoints might be stated and supported with limited argument/discussion
	• The information will be presented in a clear and organised way		• The information will show some organisation
	• Clear reference to the religion studied		• Reference to the religion studied may be vague
	• Specialist terms will be used appropriately and correctly		• Some use of specialist terms, although these may not always be used appropriately
	Few, if any errors in spelling, grammar and punctuation		There may be errors in spelling, grammar and punctuation
Level 3 7-9	A **competent** answer to the question. Candidates will demonstrate a sound understanding of the question.	Level 1 1-3	A **weak** attempt to answer the question. Candidates will demonstrate little understanding of the question.
	• Selection of relevant material with appropriate development		• Answers may be simplistic with little or no relevant information
	• Evidence of appropriate personal response		• Viewpoints may not be supported or appropriate
	• Justified arguments/different points of view supported by some discussion		• Answers may be ambiguous or disorganised
	• The information will be presented in a structured format		• There will be little or no use of specialist terms
	• Some appropriate reference to the religion studied		Errors of grammar, punctuation and spelling may be intrusive
	• Specialist terms will be used appropriately and		

	for the most part correctly There may be occasional errors in spelling, grammar and punctuation		
		Level 0 **0**	**No evidence submitted or response does not address the question.**

Question		Answer	Mark	Guidance
1	(a)	• 40 1 mark for response.	1	
	(b)	Responses might include: (i) Jibrail/Gabriel/Jibril/The Angel (ii) iqra/recite/read 1 mark for each response.	2	<mark>Do not credit "proclaim"</mark>
	(c)	Responses might include: • One of the five pillars • Understand the experience of the hungry/appreciate what Allah has given them • Part of the Sunnah/Tradition of Muhammad ﷺ • Brings one closer to Allah • The revelation was during Muhammad's ﷺ fast 1 mark for each response.	3	May credit Candidates who focus on Muslims support each other fasting at the same time i.e. during Ramadan
	(d)	Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following: As one of the five pillars, zakah is very important to Muslims as it is a duty they must perform (if at all possible). Through the giving of zakah, the ummah –both local and worldwide - is brought closer together as it is a way for Muslims to help their fellows who are in need. Also, as it prevents hoarding, it is a way to combat greed, so helping to maintain the flow of money in society, which in turn benefits everyone. As it is a duty, they are therefore obeying Allah and as something done by Muhammad ﷺ (and strongly encouraged by him) they are also following his example; something all Muslims strive to do. Muslims also believe the act of	6	May credit references to Zakah being a form of worship

Question			Answer	Mark	Guidance
			zakah purifies their wealth.		
	(e)		Examiners should mark according to the AO2 descriptors.	12	
			Candidates might consider some of the following:		
			Most religious people would disagree with this sentiment and say the opposite lies at the heart of all the world religions. For Muslims, it is an expression of their belief in Allah and is a way of fulfilling the way of Islam. Muslims would also say that it is mentioned and emphasised in many of the ahadith, and as they try to follow the example of Muhammad ﷺ (whom they believe was a very generous man often putting others and their needs before his own) so stressing its importance. Some candidates may give examples from the Sunnah and should be credited where appropriate.		
			However, others could say that family (and oneself) comes first! They could argue that it is important to care for your own needs (including family) before thinking of others as you have a duty to look after yourself and your family.		
			Others might argue that a balance has to be struck between helping others and looking after yourself are both important; society would suffer if we just cared for ourselves and no one else.		
			Some might make reference to other religions and how they also would stress the duty that a believer has to helping others in need but also how this has to be balanced with the duty you have to your family and to your own well being.		
	✏		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
2	(a)		• Id-ul-adha / Eid-ul-adha 1 mark for response.	1	'Id/Eid' is not enough as this is just a generic term for 'festival'
	(b)		Responses might include: (i) • Dhul-Hijjah • Twelfth month of the Islamic Calendar	2	

Question			Answer	Mark	Guidance
			• Once in a life time • When they can afford to • When they are mentally/spiritually prepared (ii) • Mecca/Makkah 1 mark for each response.		
	(c)		Responses might include: • **Men** – two pieces of white seamless cloth (Ihram) – one over shoulder, one across waist • **Men and Women** - No perfumes or jewellery or adornments of any kind • **Women** - ankle and wrist length garment and face unveiled • **Men** - white • **Women** - normally white but other colours allowed Marks should be awarded for any combination of points, development and exemplification.	3	May credit • men wear prayer perfume • women wear 3 white garments
	(d)		Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following: Eid-ul-adha, or the festival of Sacrifice, remembers the sacrifice that Ibrahim and Ismail were willing to undertake for Allah. The killing of the animal at this time reminds Muslims of this event and is also a symbol of their willingness to sacrifice what they have for Allah. As all the community /ummah is involved in this it also helps to bring the ummah together as the poor are not only remembered but take part. This in turn encourages equality and caring for others and as it occurs at the end of Hajj it helps Muslims across the world to remember those who are on Hajj. Some candidates may make reference to the provision of animals by the Saudi government and could explain the importance of this in helping to strengthen	6	

Question			Answer	Mark	Guidance
			brotherhood. Reference may also be made to the emotional difficulty that some may have in slaughtering an animal which in turn reflects their devotion to Allah.		
	(e)		Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following: Some might argue that as pilgrimage or Hajj is one of the 5 pillars then it is obviously more important to Muslims than any festival. All Muslims that are able have to perform the pilgrimage / hajj at least once in their lifetime so stressing its importance. However, some might argue that not all Muslims can take part in Hajj which can be very physically demanding and also requires funds, whilst all can take part / play a role in festivals – both Eid ul Adha and Eid ul Fitr. Some might argue that festivals, as well as having a serious side, also have a joyous and very strong communal slant to them from which all can benefit. Children may learn more from festivals as they are times to look forward to and in some cases receive presents, new clothes and meet up with friends and family. Some might mention that although pilgrimage is a part of other –but not all - religions it is only stressed as a religious duty within Islam. Others might stress that religion is not all about serious matters and joy and fun is also a part and festivals allow for this. Also, they could argue that festivals are a great way for children to learn about religion. Festivals also are a way of marking out the year, giving structure to people's lives.	12	Stronger candidates might make the point that Hajj is the only pillar which is not compulsory for all
	✏		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
3	(a)		• Abu Bakr 1 mark for response.	1	
	(b)		Responses might include:	2	May credit sub categories: e.g.

Question			Answer	Mark	Guidance
			• Sunni • Shi'a • Sufi 1 mark for each response.		Salafi, Druze, Seveners, Twelvers etc
	(c)		Responses might include: • Wuzu/wudu- ritual washing of various parts of the body • A clean place- making sure that the place for payer is both clean and suitable • Direction of prayer- facing towards the ka'bah in Mecca, the Holy City of Islam • State of mind- mental and spiritual preparations so in right frame of mind to approach Allah • Ghusl after sleep/ sex Marks should be awarded for any combination of points, development and exemplification which show what a Muslim does and/or why.	3	
	(d)		Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following: As the seal of the prophets – the last and final prophet from Allah- Muhammad's ﷺ message is of extreme importance to all Muslims, regardless whether Shi'a, Sunni or Sufi. The belief that he received a Revelation from Allah through the angel Jibril also makes him important. The way he lived his life is looked upon by all Muslims as a guide as to how to put the Qur'an into practice- how to live a live according to the words of Allah. The Sunnah of The Prophet is followed by all Muslims who seek to live the life of a true Muslim. Some may mention that although of great importance he is not worshipped in any way. Mention might be made that he is also seen as the perfect Muslim.	6	

Question			Answer	Mark	Guidance
	(e)		Examiners should mark according to the AO2 descriptors.	12	
			Candidates might consider some of the following:		
			Some might disagree saying it is actually a bad thing as it may lead to arguments and even violence. Examples might be offered e.g. Catholic against Protestants, Sunni against Shi'a, etc. Some could argue that as these differences grow out of hurts/misunderstandings/differing traditions, it is very important that they are understood. They could argue that differences are actually almost inevitable as people think differently, might want to worship in slightly different ways, and might even come to disagree with certain beliefs. However, some might consider why there are differences if the followers all believe the same fundamentals? Are the differences trivial or that important?		
			Differences often lead to divisions and some might suggest that these are fine as long as they do not cause strife as people are all different, view things differently and worship differently so what is the problem. Would Allah approve of divisions?		
			Some might like look at other religions and discuss why they all seem to have differences. They might suggest that allowing for differences may well strengthen a religion as it enables believers to stay united by accepting that there may well be some differences between believers.		
	✏		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
			Total	**51**	

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

   i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.

   ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.

   iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.

d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.

e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet,** award SPaG as normal.