

GCSE

Religious Studies A: (World Religion(s))

Unit **B588**: Muslim Texts 2: Sunnah and Hadith

General Certificate of Secondary Education

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
	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

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

AO2 part (e) question


<p>Level 4 10-12</p>	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question. Answers will reflect the significance of the issue(s) raised Clear evidence of an appropriate personal response, fully supported A range of points of view supported by justified arguments/discussion The information will be presented in a clear and organised way Clear reference to the religion studied Specialist terms will be used appropriately and correctly Few, if any errors in spelling, grammar and punctuation</p>	<p>Level 2 4-6</p>	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question. Some information will be relevant, although may lack specific detail. Only one view might be offered and developed Viewpoints might be stated and supported with limited argument/discussion The information will show some organisation Reference to the religion studied may be vague Some use of specialist terms, although these may not always be used appropriately There may be errors in spelling, grammar and punctuation</p>
<p>Level 3 7-9</p>	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question. Selection of relevant material with appropriate development Evidence of appropriate personal response Justified arguments/different points of view supported by some discussion The information will be presented in a structured format Some appropriate reference to the religion studied Specialist terms will be used appropriately and for the most part correctly There may be occasional errors in spelling, grammar and punctuation</p>	<p>Level 1 1-3</p>	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. Answers may be simplistic with little or no relevant information Viewpoints may not be supported or appropriate Answers may be ambiguous or disorganised There will be little or no use of specialist terms Errors of grammar, punctuation and spelling may be intrusive</p>
		<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

MARK SCHEME


Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Angel • Jibr'ail • Gabriel • Jibril • Jebreel <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Clothes exceedingly white • Hair exceedingly black • No signs of travel upon him / of having travelled <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Tell me about Islam • Then tell me about eman (Iman) • Then tell me about ehsan (ihsan) • Tell me about the hour • Tell me about the signs <p>1 mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may mention some Muslim beliefs about angels before explaining how it might affect a Muslim's life. They could mention that Jibr'ail is the main messenger delivering the words of Allah to mankind and was the one who spoke to Mary and to Muhammad ﷺ. Belief in angels is an article of faith.</p> <p>Muslims believe that angels (Rakeeb and Atheed) record their individual deeds in the Book of Deeds and will present them on the Day of Judgement. Therefore they are being constantly watched which will affect their behaviour so they should behave as a true Muslim at all times (may give examples) as bad behaviour will count against them.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may say that it is only by following the Five Pillars that a person can be distinguished as a Muslim. Others may argue not everyone can fulfil all Five Pillars: you have to be in good health and debt free to be able to go on hajj and there are a number of exceptions to the keeping of saum (Muhammad ﷺ said to do Hajj only if you can) Others again may argue that you could perform all the Five Pillars and seem a good Muslim but it is your behaviour in everyday life that is seen by Allah and it is your intention that really matters and Allah knows that. Behaviour could belie your intentions. The role of Niyyah is crucial to being a true Muslim.</p> <p>Some might discuss that for many Muslims there is a sixth pillar in Jihad; the constant struggle to do what is right according to the Qur'an and the sunnah of the Prophet.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	

Question	Answer	Mark	Guidance
2 (a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Records/Accounts of sayings of Muhammad ﷺ/The Prophet <p>1 mark for response.</p>	1	
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • al-Bukhari • Muslim • Ibn Maja • Abu Da'ud • Al-Tirmidhi • Al-Nasa'i <p>1 mark for each response.</p>	2	Credit may also be given for Companions of the prophet inc: Abu Huraira, Abdullah ibn Umar, Aisha, Jabir ibn Abdullah, Ibn Abbas and Anas ibn Malik.
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Is it classed as authentic or weak? • Do they know its isnad - the chain of narrators? • Does its content contradict the Qur'an? <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>For a Muslim, Muhammad ﷺ is the perfect Muslim; he is the Qur'an in action. He lived his life according to the will of Allah, so to follow his example is seen as a major achievement and a way to gain Allah's approval and so paradise. Also Muhammad ﷺ, in his last sermon, said he would leave two things behind him to guide the ummah: the Qur'an and his sunnah. As Muslims are told by Allah to obey his messenger so Muslims try to follow Muhammad's ﷺ example, as found in the Sunnah.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some might raise the issue that most holy books were written a long time ago and in a world very different from the present day. How do we know the present form of a particular book is the same as when it was first written? Could it have been changed, updated over time and would we be aware of that today?</p> <p>Others might argue that the modern world is a very different place from the world when such books as the Qur'an, the Torah or the New Testament were written, so is their content of any value to us today?</p> <p>Some might say that it is not the content that should change but how we interpret it that really matters. Words change their meaning and situations change so perhaps new interpretations are needed.</p> <p>A Muslim could argue that the Qur'an contains the final message from God and so does not need updating. They could add that as the Qur'an contains Allah's actual words then who are we to change it in any way whatsoever? Also, Allah said he would guard the Qur'an and it has never been changed since it was first communicated to Muhammad ﷺ (Some however might refer to Uthman's decision to burn inauthentic copies)</p> <p>Some may say why do we need holy books at all and why are they so important in a secular age?</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
3 (a)	<ul style="list-style-type: none"> • Muhammad ﷺ <p>1 mark for response.</p>	1	

Question	Answer	Mark	Guidance
(b)	<p>Responses might include:</p> <p>(i) Aisha / Ayesha (ii) Wife</p> <p>1 mark for each response.</p>	2	
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Hassan ibn Ali • Husayn ibn Ali, • Ali • Fatimah <p>1 mark for each response.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>The Hadith gives an account of an incident where Muhammad ﷺ gathers his immediate family together under a cloak of his. This is a central Hadith to Shi'a Muslims as it is the basis of their claim that the leadership of Muslims should reside only with the direct line of Muhammad ﷺ through Fatimah and Ali.</p> <p>They claim that Muhammad ﷺ was asking Allah to send a blessing upon them - his household - and purify them; they also see it as being the basis for claims that certain of the descendants of Muhammad ﷺ are infallible /sinless. Shias claim that this hadith shows that Ahl al-Bayt (people of the house) have been given the exclusive guardianship of Islam by Allah.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following:</p> <p>Some might argue that honesty and fear and/or love of God is all that is needed to</p>	12	

Question	Answer	Mark	Guidance
	<p>lead a religious community whilst others might say that you also need to have the respect of the community .</p> <p>Some could say that knowledge and understanding of the texts and fundamental beliefs of the religion are crucial as the community will come to you for answers and advice.</p> <p>Some might discuss the merits of group leadership where responsibilities are divided /shared whilst others might say that a strong and charismatic leader is what is needed.</p> <p>Others might say that the closer you are to the original founder (if there is one) the more likely you are to lead the community in the way the founder would have wished. In relation to Islam some might argue that descent from The Prophet is crucial as they are the bearers of secret information/knowledge that comes from being a member of the prophet's bloodline. Reference might be made back to the hadith of the Event of the Cloak and may be credited if used to support this position. Some may question what the statement is referring to; national, international or local leaders and would leadership requirements differ accordingly. Some might even debate whether a leader is needed at all.</p>		
	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.

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