



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In Religious Studies 8RS0
Paper 4D – Islam

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 4: Study of Religion, Option 4D: Islam
Mark scheme

Question number	Indicate content
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge and understanding using specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • They are created by Allah to serve him. • Angels are incorporeal but can become visible and communicate with humanity. • Special importance is given to Jibril because of his role in Allah's revelation to Muhammad. • There is a variety of angels with a range of tasks. • Two recording angels are given a significant role relating to judgement.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
2	<p data-bbox="325 174 735 208">3 marks AO1, 6 marks AO2</p> <p data-bbox="325 244 1449 421">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="325 456 1265 490">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="373 495 1278 600" style="list-style-type: none"> <li data-bbox="373 495 1278 528">• The context of Muhammad’s life regarding this revelation. <li data-bbox="373 528 1278 562">• The role of Jibril and revelation to Muhammad. <li data-bbox="373 562 1278 600">• The issue about the illiteracy of Muhammad. <p data-bbox="325 636 1342 775">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="325 810 1265 844">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="373 848 1265 1167" style="list-style-type: none"> <li data-bbox="373 848 1265 920">• The context of prophetic traditions is important because of the belief that Muhammad is the Seal of the Prophets. <li data-bbox="373 920 1265 992">• The proclamation is from Allah and therefore it has ultimate authority. <li data-bbox="373 992 1265 1099">• The proclamation that Muhammad is the messenger of Allah and therefore the basis of the authority of the Qur’an. <li data-bbox="373 1099 1265 1167">• Therefore, the critical importance of the Night of Power demonstrates Allah addressing humanity. <p data-bbox="325 1240 1385 1303">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	7–9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3	<p data-bbox="323 271 735 300">3 marks AO1, 6 marks AO2</p> <p data-bbox="323 338 1449 515">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="323 553 1262 582">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="371 591 1273 730" style="list-style-type: none"> <li data-bbox="371 591 1273 656">• The authority of sources that underpin teachings on halal and haram. <li data-bbox="371 663 1118 692">• The moral principles linked to halal and haram. <li data-bbox="371 698 1094 728">• The practical implications of halal and haram. <p data-bbox="323 768 1342 907">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="323 945 1262 974">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="371 983 1289 1335" style="list-style-type: none"> <li data-bbox="371 983 1289 1081">• The division between what is permitted and what is forbidden is fundamental because it is based on the will of Allah. <li data-bbox="371 1088 1206 1153">• Halal may be used in context of slaughter of animals because of beliefs about blood. <li data-bbox="371 1160 1246 1258">• Haram is complex because of a wide range of uses including harm to the individual, usury and certain food and drink at times during Ramadan. <li data-bbox="371 1265 1246 1330">• Both haram and halal are significant because they have implications for the judgement of Allah. <p data-bbox="323 1373 1385 1438">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	7–9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>The following mark scheme uses Sunni Islam as the exemplar.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • The importance of salah as being compulsory. • Sunni Muslims are required to pray five times a day. • Preparation and posture for prayer. • The requirement to face Makkah. • There are diverse practices and beliefs relating to salah.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
4 (b)	<p>5 marks AO1, 15 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The key features of pre-Islamic religions, including animism and polytheism and beliefs about God in Zoroastrianism, Judaism and Christianity. • The social values linked to trade and tribal structures. • The significance of monotheism within Islam. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • The contrasts between pre-Islamic Arabia and the beginnings of Islam may be characterised by describing the former as a period of jahiliyya (ignorance) because of the revelation of Allah. • Animism and polytheism are based on complex tribal systems and are in contrast to Islam because of its beliefs based on revelation from the one and only Allah. • Religions such as Judaism and Christianity place importance on prophets however, Islam sees Muhammad as the Seal of the prophets. • Pre-Islamic Arabia was characterised by types of social values, however, these were challenged by subsequent Islamic values. • The importance of the worship of Allah. • The contrasts between pre-Islamic Arabia and Islam are complicated because views and evidence are filtered through theologically motivated interpretations from within Islam. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues may be selected (AO2). • Makes basic connections between a limited range of elements in the question. • Judgements are supported by generic arguments (AO2). • Judgements are made with no attempt to appraise evidence (AO2).
Level 2	6–10	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgements made with little or no attempt to appraise evidence (AO2).
Level 3	11–15	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgements are supported by an attempt to appraise evidence (AO2).
Level 4	16–20	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question. • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).

