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GCSE

# Religious Studies A

Unit 8 / 405008 Islam

Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

## Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

## Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases eg between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

### Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

<b>High performance</b>	Students 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.	[4 marks]
<b>Intermediate performance</b>	Students 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.	[2-3 marks]
<b>Threshold performance</b>	Students 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.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

Students will be given credit for reference to diversity in belief and practice within Islam

## PART A

### A1 The Five Pillars

(a) Explain why salah (prayer) is important to Muslims.

**Target: Understanding of the importance of salah (prayer) to Muslims**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks

**Students may include some of the following points**

It is one of the five Pillars of Faith / it is clearly important as it is performed five times a day / Muslims are regularly declaring their faith in Allah / begun as a pillar of faith by Muhammad so Muslims are following his example / Muslims offer praise to Allah through prayer / prayer times clear the mind of immediate concerns / by ritually washing before prayer, Muslims are refreshed / through physical actions of prayer, Muslims are relaxed / Muslims can bring their minds back to focus on Allah / 'prayer restrains from shameful and unjust deeds...and Allah knows what you do.' Qur'an 29:45, etc.

**[4 marks] AO1**

(b) 'For a Muslim, it is more important to give zakah than go on hajj.'

What do you think? Explain your opinion.

Target: Evaluation of whether it is more important for a Muslim to give zakah than go on hajj

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points

Zakah is far more testing for a Muslim than hajj / zakah can be used for many purposes, both community based and personally, whereas hajj is primarily for the individual Muslim / it shows equality within the Ummah more than hajj as only certain Muslims can afford hajj / giving away money to those less fortunate than themselves is the greatest gift a Muslim can bestow / it avoids loan sharks so is clearly the most important pillar of faith / it is a way of redistributing wealth and making a fairer society and nothing can be more important than this to a Muslim, etc.

Alternatively hajj is an event attended by millions of Muslims every year / Muslims feel more a part of the ummah when they perform hajj / once in a lifetime rather than every year makes it more special / visiting a sacred site for Muslims, etc.

An alternative view is not required but may be credited.

[3 marks] AO2

**(c) Explain why Muslims fast in the month of Ramadan.****Target: Knowledge and understanding of why Muslims fast in the month of Ramadan**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks

**Students may include some of the following points**

To remember Muhammad receiving the first revelation of the Qur'an / to pay extra attention to the Qur'an / it is the fourth pillar of faith / Muhammad set Muslims the example of fasting / to gain spiritual benefit and insight / to learn what it is like to go without food and drink for a period of time / to learn what it is like to have nothing / fasting helps a Muslim become obedient to Allah's commands / states it in the Qur'an that a Muslim should fast / it allows a Muslim to control thoughts and feelings / Muslims can become people of good deeds and intentions / if they fast it is an act of deeply personal worship in which Muslims seek a raised level of God consciousness – taqwa, etc.

**[4 marks] AO1**



(d) 'For a Muslim, fasting in Ramadan is difficult in the modern world.'

What do you think? Explain your opinion.

**Target: Evaluation of whether for a Muslim, fasting in Ramadan is difficult in the modern world**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following points**

Muslims may not have the support network to help and guide them in the fast in a non-Muslim country / children may find it difficult in school; they may be in the minority and others may not understand / difficult to be at work and put in a full day / maybe getting up early in the night and having to eat for energy before the light dawns takes its toll on Muslims / the whole pace of life slows down during Ramadan in a Muslim country, it does not in a non-Muslim country, etc.

It is still a pillar of faith and Muslims will want to perform it wherever they are / it stops a Muslim from being greedy wherever they are / it makes Muslims focus on the less fortunate instead of themselves / it builds character / some employers accommodate for their Muslims workers and allow flexi time / schools allow time off for children performing sawm / it allows complete devotion to Allah / it allows Muslims to remember their Prophet Muhammad, etc.

An alternative view is not required but may be credited.

**[3 marks] AO2**

**A2 Worship****(a) Explain the significance of two features of a mosque.****Target: Knowledge and understanding of the significance of two features of a mosque**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks

**Students can choose any two features, for eg**

The Mihrab; where Muslims face when they pray / facing the direction of the Kaaba in Makkah / the alcove amplifies the voice of the Imam who leads the prayers.

The Minbar; raises the person, normally the Imam by three steps to preach the Friday sermon / he can be seen and heard / focuses the worship.

Washing facilities: keep the prayer hall clean / respect for Allah / spiritually clean before Allah.

The prayer hall: large space for Muslims to gather / no seats to show the importance of prostration / community area / teaching area sometimes.

Minaret: tall tower to issue the call to prayer / reminds people of worship / keeps regularly daily prayer on track.

The dome: allows cool air to circulate in hot countries / amplifies the human voice / is the first visual seen by worshippers that they are attending the mosque, etc.

**NB. Max level 3 if only significance of one feature explained. Do not credit more than two features explained and do not credit naming the feature.**

**[4 marks] AO1**

**(b) ‘Going to the mosque is essential for Muslims.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.**

**Target: Evaluation of whether or not going to the mosque is essential for Muslims**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

It is the place of worship for a Muslim / it reflects the magnificence of Allah / Muhammad built the first mosque so clearly vital for Muslims / the whole community can gather / without the mosque worship of Allah may start to dwindle / reinforces the teachings and practices of the religion / allows communal worship at key times such as Friday prayers, festivals and rites of passage / every religion has a holy building so clearly important / the mosque can be central in the lives of Muslims / reward for praying in a mosque is 25 times more according to the hadith, etc.

**Other views**

Muhammad said that anywhere a Muslim prays with the right intention is a mosque so a physical building is not required / Allah knows the thoughts and hearts of his followers so going to a mosque is unnecessary / worship is about treating people fairly, giving to the poor, which can all be done without going to the mosque / mosques cost money and it could be spent on other more worthy causes / expectation that men go to the mosque which is not the same for women / the ummah is anywhere Muslims are together, this does not have to be in a mosque, etc.

**[6 marks] AO2**

**A3 Justice and Equality****(a) Describe the role of women in Islam.****Target: Knowledge of the role of women in Islam**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks

**Students may include some of the following points:**

Role: wife / respected mother / run a Muslim home / bring up children / teaching her children how to pray, recite the Qur'an and fast at the right times / making sure her children are educated and learn the manners and customs of Islam / responsible for making sure her children are prepared for their own roles in the modern world / many are in paid employment / participate in society to make society better, etc.

**[4 marks] AO1**

**(b) Explain briefly one cause of prejudice**

**Target: Knowledge and understanding of one cause of prejudice**

**Students may include some of the following points:**

Upbringing – often children take on the attitudes of their parents so discriminatory views can be learnt, etc.

Media – media can target certain groups in their reporting and bias can create feelings of prejudice, etc.

Bad personal experience – with an individual or a group makes people believe all similar individuals or groups are bad, etc.

Ignorance and fear – making ill-informed judgements about others makes a person ignorant of the real facts, makes informed judgements about others – can lead to discrimination. This is built on fear, etc.

Scapegoating – is when you blame or use others as an excuse for a problem which can lead to whole groups of innocent people suffering discrimination, etc.

Stereotyping – when people are labelled because of what they look like or how they act.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

**[2 marks] AO1**

**(c) 'Men and women are equal.'**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Islam in your answer.**

**Target: Evaluation of whether men and women are equal**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Worship of Allah is carried out in the mosque but women do not have to go / the rules around clothing are more strict for women / in Shari'ah law the rules are different for men and women eg punishments or divorce laws / women cannot hold positions of responsibility regarding religious leadership / in many Muslim countries women are not allowed out without men / women outside the home are expected to walk behind men in some Muslim countries which suggests inequality / in many Muslim countries women are not educated or educated to the level of boys / in some interpretations of the Qur'an, men are allowed to beat their wives / men are said to be the managers of the affairs of women, etc.

**Other views**

Everyone was equally created so if this is followed, then men and women should be equal / have equal work / just because in the past men and women were not equal does not mean this cannot change in the future / in many religions the roles are different but equal and it is culture more than religion that suggests women are not equal / it is culture that creates inequality not religion / women are allowed to earn their own wealth and keep it, whilst men have to use theirs to provide for the family / 'paradise lies at the feet of a mother' which may suggest that women are actually more important than men / the Five Pillars apply to all / inequality is a western interpretation of what is seen rather than a view from within, etc.

**[6 marks] AO2**



**A4 Family Life****(a) Explain what Islam teaches about arranged marriages.****Target: Knowledge and understanding of what Islam teaches about arranged marriages**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

Arranged marriage is common practice though not laid down in the Qur'an / a couple will grow to love one another / the relationship will be stable through an arranged marriage / agreement about a dowry (mahr) / parents expected to have a role in choosing their child's partner / marriages cannot be forced, etc.

**[3 marks] AO1****(b) What is meant by the term 'polygamy'?****Target: Knowledge of the meaning of polygamy**

Marriage to more than one partner.

**[1 mark] AO1****(c) Explain briefly what Islam teaches about adultery.****Target: Knowledge and understanding of what Islam teaches about adultery****Students may include some of the following points:**

Adultery is seen as shameful and dishonourable / haram – forbidden / destroys trust in marriage / despised / shows lack of self control and dishonours a family / Qur'an states 100 lashes as a penalty 'the man and woman guilty of adultery, flog each of them with a hundred stripes' (surah 24:2) / sometimes adulterers are put to death / there are efficient divorce laws so adultery is not necessary, etc.

1 mark for a superficial comment or a single point.  
2 marks for a developed answer or more than one point.

**[2 marks] AO1**

**(d) ‘Sex should not take place before marriage.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Islam in your answer.**

**Target: Evaluation of whether sex should or should not take place before marriage**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

It is important to curtail the sexual instinct before marriage / sex before marriage is considered a sin in Islam / sex is a gift and blessing from Allah but only if channelled through the boundaries of marriage / sex during marriage increases the love between a couple; if they are not married, then there may be no love expressed through the act / if pregnancy occurs then the child will be born and brought up by a married couple; far more preferable in Islam / no need for sex before marriage as Islam permits polygamy / the hadith says 'whoever is able to marry, let him marry, for this will keep him chaste', etc.

**Other views**

Many people have sex before marriage; it is the modern day and to suggest otherwise is not keeping up with the times / contraception being freely available means that sex does not have to lead to pregnancy / a partnership between a loving couple can provide the same level of stability, not just between a couple but for any children they may have so sex before marriage does not matter / Muslims do not believe in celibacy so why not allow sex before marriage / Muslim's views on sex are from a time long ago and the world has changed / for economic considerations, weddings can be expensive, etc.

**[6 marks] AO2**

**PART B****B5 Personal Lifestyle****(a) Describe Muslim rules about food.****Target: Knowledge about Muslim food rules**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following points:**

Halal refers to food that can be eaten / Haram refers to food items that cannot be eaten / animal to be used for meat is blessed before it is killed / killed by a singular cut to the jugular / animals are separated from other animals to be killed / hung upside down / sharp knives only are used / all the blood is drained out / areas where food is prepared should be clean and free from any haram ingredients / if a Muslim eats a forbidden ingredient without knowing it, or is forced by hunger to eat a forbidden food, this is not a sin / 'they ask you what is lawful to them as food. Say: lawful unto you are all things good and pure'. Qur'an 5:5 / 'and what you have taught your trained hunting animals to catch in the manner directed to you by Allah. Eat what they catch for you, but pronounce the name of Allah over it (Qur'an' 5:5), etc.

**[6 marks] AO1**

**(b) ‘What a person eats and drinks should have nothing to do with religion.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Islam in your answer.**

**Target: Evaluation of whether what a person eats and drinks should have anything to do with religion or not**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Religion is about more than what a person eats and drinks; beliefs are important / the modern world is such where any food and drink seems acceptable and to think otherwise is out of date / food laws were given by Muhammad in a bygone age which was important then but not now / it will not make a person a bad person because of what they eat or drink, etc.

**Other views**

Following food laws are an essential part of Islam / food laws are actually a belief / what a person eats and drinks is important in Islam because laws about the non-consumption of alcohol for example are in the Qur'an / food laws are just as much a part of being and Muslim and Islam generally as anything else in the religion / following food laws is a symbol of commitment to other Muslim beliefs / if food rules are eroded, what next? etc.

**[6 marks] AO2**

**(c) Explain Muslim teaching about the importance of the Ummah.****Target: Knowledge and understanding of Muslim teaching about the importance of the Ummah**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following points:**

Ummah is the Muslim brotherhood who to come together and unite in their worship of Allah / emphasises the equality of all Muslims-rich and poor alike / as part of the Ummah, Muslims benefit their own community / Ummah transcends race, nationality, colour, gender and language / 'those who believe are but one single brotherhood.' Qur'an / Ummah is shown best on the Hajj / becoming a member of the Ummah by acknowledging the shahadah is the single most important thing a Muslim can do / belonging is the best way to get support / allows Muslims to take on a Muslim name / enter into a proper relationship with Allah through the Ummah / Ummah is a relationship that 'stands above that of blood' – Muhammad Manazir Ahsan / it supports Muslims financially / encourages Muslims to live a good life / encourages Muslims to reject evil ways / da'wah or inviting people to Islam by words or example of good actions / Ummah works for unity between all Muslims / Ummah allows Muslims to adhere to the Islamic way of life, etc.

**[6 marks] AO1**

**(d) 'Wearing the hijab protects Muslim women.'**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Islam in your answer.**

**Target: Evaluation of whether wearing the hijab protects Muslim women or not**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks



**Students may include some of the following points:****Agree**

Allows women to carry out their lives without being flirted with or disturbed / they are not the objects of unwanted attention if they wear the hijab / avoids disgrace of being openly talked about by men / avoids women being sex objects / avoids women being lusted after / enables women to be recognised for their minds and not their bodies / it is Islamic dress code so women can be treated as people rather than objects if they keep to the code, etc.

**Other views**

Many Muslims might say wearing the hijab is cultural and does not protect women / it is more about social separation than modesty / draws attention to women rather than protect in a non-Muslim country / seems extreme and modesty can be protected in other ways / can become victims of abuse or harassment because of the hijab so it does not protect / if it is forced on women rather than choice then it could be about oppression so cannot be protective, etc.

**[6 marks] AO2****B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students 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.	[4 marks]
<b>Intermediate performance</b>	Students 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.	[2-3 marks]
<b>Threshold performance</b>	Students 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.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

**B6 Beliefs and Sources of Authority****(a) Describe the work of Muhammad in Madinah (Medina) and Makkah (Mecca).****Target: Knowledge and understanding of the work Muhammad did in Madinah (Medina) and Makkah (Mecca)**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following points**

Madinah (Medina): building of the first mosque / establishment of the first Islamic state / more organised religion with detailed instruction about prayer, fasting, charity and pilgrimage / gave advice on how to behave in a spheres of life such as work, leisure and family relations, etc.

Makkah (Mecca); Muhammad preached openly / united the community of Muslims / set up duties and rights for all citizens / got rid of the idols / re-established the importance of the Kaaba / fought battles to establish Islam in Makkah (Mecca) / established a peace treaty / went on a pilgrimage and delivered his last sermon / established Makkah as the holy city of Islam / created a system of justice / freed restrictions imposed on the oppressed, etc.

N.B. Credit can be given for the work of Muhammad in Makkah before the hijrah.

N.B. Award up to level 4 if only one aspect dealt with.

**[6 marks] AO1**

- (b) 'The call of Muhammad (Night of Power) was the most important event in Muhammad's life.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Islam in your answer.

**Target: Evaluation of whether the call of Muhammad (Night of Power) was the most important event in Muhammad's life**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks

<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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**Students may include some of the following points**

**Agree**

Muhammad received the Qur’an and this is the most important authority for Muslims today / Angel Jibra’il gave direct message of Allah / led to him preaching the word of Allah / belief in one God, Allah / gave Muhammad authority to teach and set up Muslim laws / succeeded in a test of faith by Allah / became the seal of the prophets / some say Islam began on the Night of Power / gave Muhammad courage to believe in himself and establish the religion / began regular prayers following communication with Allah / gained converts, etc.

**Other views**

Muhammad was cared for when he lost both parents and this may be the most important aspect in shaping his future life and work / marriage to Khadijah or any other personal event by its very nature of being personal to Muhammad could be seen as more important than his call / the hijrah or other events in Muhammad’s life may be more important / Muhammad may have been killed in Makkah so more important he fled to Madinah when he did / Muhammad’s night journey and when he went to heaven are clearly more important for Muslims / Muhammad’s work in Madinah establishing the first Muslim community was more important / setting up of the first mosque / Muhammad conquering Makkah back and establishing Makkah as a holy city and the centre for the hajj, etc.

**[6 marks] AO2**

**(c) Explain why the Shari’ah is important for many Muslims.****Target: Knowledge and understanding why the Shari’ah is important for many Muslims**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

**Students may include some of the following points:**

It is the holy religious law of Islam / the term means ‘way’ or ‘path to the water source’ so is the legal framework within which the public and some private aspects of Muslim life are regulated / it is based on the laws in the Qur’an / the work scholars have put in to the Shari’ah to interpret the laws Allah has given Muslims is vital to allow Muslims to live according to his word today / the Shari’ah tackles new situations that arise for Muslims but also deals with many aspects of day to day life such as politics, economics, banking, business, contracts, sexuality, family, hygiene and all manner of social issues / Muslim society depends on its laws to be civilised / fulfils what the prophets said / God made laws are superior and govern how they should live / guide the five Islamic schools of law / it is an example of how law ought to serve humanity, it includes ijma (consensus) and qiyas (analogy), etc.

**[6 marks] AO1**

(d) 'For Muslims today, what Muhammad did is more important than what he taught.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Islam in your answer.

**Target: Evaluation of whether what Muhammad did is more important than what he said for Muslims today**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:****Agree**

Muhammad led by example and this will always be a source of guidance for Muslims today / he was the seal of the prophets so Muslims will pay attention to his actions / Muhammad established himself in his early life as an honest and trustworthy person / he did not shy away from receiving the Qur'an to give inspiration to others / Muhammad stood up and preached even though he was persecuted / he was able to gain converts by his character and charisma / he appealed to the oppressed and poor and downtrodden / seen as a threat and was mocked but stood firm / refused to be bribed / when his wife and uncle died in the 'year of sorrow' he stood firm and carried on with his message by leading by example, etc.

**Other views**

Muhammad was a preacher and people listened to him and followed what he said / he had a religious experience on Mount Hira and was able to explain to others clearly what Allah had called him to do / the short chapters at the end of the Qur'an show Muhammad's skill as an orator / he converted people to Islam by what he said and the power of his message / he told the people how to pray / the hadith is much more revered and respected by Muslims than the sunnah, etc.

**[6 marks] AO2****B6 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students 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.	[4 marks]
<b>Intermediate performance</b>	Students 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.	[2-3 marks]
<b>Threshold performance</b>	Students 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.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]