



GCSE

Religious Studies A

Unit 9 / 405009 Islam: Ethics

Mark scheme

4050

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Version: 1.0 Final

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

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.

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	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 Relationships and Lifestyles

- (a) Which one of the photographs above shows a heterosexual relationship?

Target: Understanding of what is meant by the word heterosexual

Picture B

[1 mark] AO1

- (b) ‘No Muslim should have a homosexual relationship.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not Muslims should have homosexual relationships

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:

The Qur’an says homosexual relationships are wrong / ‘What! Of all creatures do ye come unto the males’ Qur’an 26:165 / the purpose of sex is to have children, this is not possible in homosexual relationships / the Hadith makes it clear that people with such desires should control their instincts and not violate the laws of God / it is considered a crime / there are severe penalties for those found guilty of this / ‘We also sent Lut: He said to his people: "Do ye commit lewdness such as no people in creation ever committed before you?’ Qur’an 7 80-81 is taken to condemn male homosexual sex / not marrying goes against Prophet’s Sunnah, etc.

God has created humans this way and so we should accept this / other religions now allow homosexuality / Qur’an taken to forbid lust not love / humans have free will and so they should be able to exercise it / it is now more socially accepted and so Muslims should also accept it / new laws now give homosexual couples the same legal rights as husband and wife, etc.

[3 marks] AO2

- (c) **Explain Muslim attitudes to the use of prescribed (medical) drugs. You may refer to religious beliefs and teachings in your answer.**

Target: Knowledge and understanding of Muslim attitudes to the use of prescribed (medical) drugs

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"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Islam allows the use of prescribed medical drugs if the intention is to cure illness or relieve pain / life is a gift from God and prescribed medical drugs can help to preserve it / the prophet has said that Allah has not sent down any disease but He has also sent down the cure (Hadith) / taking care of your health is mentioned in numerous Hadith / Allah has given people the intellect to research and come up with cures / Islam teaches that medicine and science are worthwhile professions / some Muslims will not allow prescribed medical drugs if it will result in becoming addicted to these eg sleeping pills, pain killers, any other side effects etc.

[4 marks] AO1

(d) ‘Muslims should be allowed to gamble.’

What do you think? Explain your opinion.

Target: Evaluation of whether Muslims should be allowed to gamble

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:

The Qur’an says it is strictly forbidden for Muslims to gamble / Qur’an 53:39 – humans shall have nothing but what they have struggled for / Qur’an 5:93 – Intoxicants, gambling ... are abominations of Shaytan’s doing; avoid them...Shaytan desires to show enmity and hatred among you with intoxicants and gambling / when they ask about drinking and gambling say, ‘there is great harm in both, though there are benefits for some (2:219) / Islam teaches that money should be earned and not wasted / gambling makes a person dependent on luck, etc.

There are financial benefits / the Qur’an says there are benefits in gambling / humans have free will and should be able to choose what they do with their life / it is socially accepted so should be religiously / as long as a person has paid all their debts, and maintains their family, they can do what they want with the rest of their money, etc.

An alternative point of view is not required but may be credited

[3 marks] AO2

A2 The Environment

(a) Give two different causes of pollution.

Target: Knowledge of two causes of pollution

Causes of air pollution maybe:

Cars / exhaust fumes / everyday transportation / burning fossil fuels / factories dumping excess into rivers, ships flushing out into the sea / sewage being pumped into the sea / deforestation leads to more CO₂ in the atmosphere / littering / landfills / sewage / oil spills / nuclear waste, etc.

NB: Do NOT credit types only causes.

[2 marks] AO1

(b) 'Looking after the environment is the most important duty for Muslims.'

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 or not looking after the environment is the most important duty for Muslims

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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

Looking after the environment is emphasised in the Qur'an and numerous Hadith / it is a duty to care for Allah's earth / God will question humans about how they used the earth and may punish those that have not looked after it / looking after the earth allows humans to fulfil their role as khalifahs (stewards) / by helping the environment we help others / it improves the quality of life of the next generation and Muslims have a duty to look out for everyone, etc.

Other views

Other duties like the five pillars are more important / salah is the first thing to be questioned on the day of judgment so this is more important / the earth was given for humans to use / God will destroy the earth in the end so this is not a priority / family life is more important as this was emphasised in many Hadiths, etc.

[6 marks] AO2

(c) Explain Muslim attitudes to animal rights.

Target: Knowledge and understanding of Muslim attitudes to animal rights

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"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Animals have rights and are a gift from God for humans to use / in a Hadith the Prophet taught that whoever is kind to the creatures of God, is kind to himself / they should be treated kindly and not abused / the Prophet Muhammad warned against the mistreatment of animals / Muslims are instructed to use traditional or organic farming methods / the Hadith says that that the unlawful killing of animals is wrong / if someone kills a sparrow for sport it will cry out on the day of judgments, 'they killed me for no good purpose' / animals should not be used for entertainment, etc.

[4 marks] AO1

A3 Wealth and Poverty

(a) Explain briefly what is meant by the term ‘Less Economically Developed Country’.

Target: Knowledge and understanding of the term Less Economically Developed Country

Students may include some of the following points:

One of the poorest countries in the world / a country which has suffered greatly from war or natural disaster or climate issues eg Ethiopia, Somalia / countries lacking sufficient economic development to lift people out of poverty / very little health care and poor infrastructure / overpopulation / high birth rates, 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

(b) Explain some of the causes of poverty.

Target: Knowledge and understanding of some of the causes of poverty

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"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Wars destroy countries and leave inhabitants in poverty / natural disasters can devastate countries and cause poverty / debt with unfair interest rates plunge LEDCs into poverty from which they cannot escape / unfair trading terms with rich countries / exploitation / lack of education / lack of jobs due to poor infrastructure / lack of resources / corrupt rulers can cause resources not to be equally shared out / poor nutrition and health care cause poverty / climate that leads to barrenness, etc.

[4 marks] AO1

(c) ‘Giving to emergency aid is less important than giving to long term aid.’

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 for Muslims, giving to emergency aid is less important than giving to long term aid

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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

Emergency aid is about saving life, which is more important / the Qur'an says 'If anyone saved a life, it would be as if he saved the life of the whole of the people 5:32 / the Hadith says none of you can be a true believer if your neighbour is hungry and you sleep with food in your stomach / Islam teaches compassion and emergency aid is sometimes considered more compassionate / it is the most urgent need and so takes priority / most obvious need and people are more likely to respond to that / its impact is seen almost immediately etc.

Other views

Emergency aid doesn't help build a country / it is covering up the real need which is long term sustainability / long term aid gives people a chance to re-build their lives / teach a man to fish and feed him for a lifetime enables people to stand on their own two feet / long term aid is an investment into people and their future, which is more important / it helps more than the immediate recipient / long term aid is acting more like a khalifah as its main aim is to support a community / long term aid allows for a person to be rewarded long after they have died / it is considered as continuous charity / The Prophet encouraged people to give charity that benefits over a longer period this could be in the shape of livestock or digging a well, etc.

[6 marks] AO2

A4 Conflict and Suffering**(a) Explain Muslim attitudes to reconciliation.****Target: Knowledge and understanding of Muslim attitudes to reconciliation**

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"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Ideal is a world where people live side by side in peace / everyone should work to achieve justice / every effort should be made to achieve this / 'hate your enemy mildly because one day he may become your friend' / wars must end immediately if the enemy wants peace / one group of people should not exploit another / the Prophet set an example by making a peace treaty with his Makkan enemies, etc.

Muslims have a duty to oppose some evils, so it would be wrong to reconcile with people who carry them out – eg drug traffickers, child abusers / unjust rulers have to be opposed, etc.

NB Answers can be from one attitude.

[4 marks] AO1

(b) Explain what is meant by greater jihad.**Target: Knowledge and understanding of what is meant by greater jihad**

Levels	Criteria	Marks
Level 0	Nothing relevant or worthy of credit.	0 marks
Level 1	One relevant and accurate point.	1 mark
Level 2	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Jihad means striving / to overcome evil in one's own life / spiritual battle against sin / struggle to follow Allah's way / personal struggle against evil / self-sacrifice, examples of greater jihad etc.

NB: Answer that only refer to striving or struggle and makes no mention of personal struggle to be capped at level 2. Reference to holy war would not be credit worthy, etc.

[3 marks] AO2

(c) ‘Justice is an impossible dream.’

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 justice is an impossible dream

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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

We cannot control the actions of people and so there will always be injustice / people have been trying to achieve justice and have not succeeded / there is no democracy in some countries so there will never be justice / it is difficult to say what justice really is, so it cannot be achieved / different people perceive justice in different ways, etc.

Other views

If all people followed the will of Allah then justice would be achieved / some societies are already just / the Hadith teaches that injustice is forbidden 'I have forbidden injustice for myself and also forbidden it for you, so avoid being unjust to one another' (Hadith) / the prophet established justice and this can be repeated if everyone follows the will of Allah / many countries have a strong system where justice is ensured / most people do not face injustice in the modern world, so it is clear that this is not an impossible dream, etc.

[6 marks] AO2

PART B**B5 Relationships and Lifestyle****(a) Explain Muslim attitudes to contraception.****Target: Knowledge and understanding of Muslim attitudes to contraception**

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"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	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 not 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:

Some Muslims believe that it is permitted to limit family sizes and to prevent harm to the health of the mother / the Qur'an says that Allah does not place extra burden on his followers / the Qur'an does not refer to a ban on contraception explicitly / there are several Hadith that record that the Prophet permitted the use of the withdrawal method / if pregnancy is likely to result in the mother's death then contraception is permitted / not to use it would be like suicide, which is banned in the Qur'an / in Islam, sex is not just for procreation, so it is sensible to use contraception.

Some believe that contraception is going against the will of Allah / 'You should not kill your children for fear of want' means a ban on contraception / Allah created sex for procreation and therefore contraception is against Allah's wishes / Muslims are opposed to abortion and so would not allow contraceptives like the morning-after pill, etc.

[6 marks] AO1

(b) ‘All forms of fertility treatments should be banned.’

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 all forms of fertility treatments should be banned

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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

This is interfering in God's work / God decides who should and should not have children / AID and AIH involve masturbation to produce the semen / some Muslims believe this is forbidden / some would allow AIH because the sexual act that produces the semen is still within marriage, but AID has been compared to adultery since a man other than the husband is involved / possibility of homosexual couples having children considered by some to be bad for the child / possibility of children being upset when they discover how they were conceived, etc.

Other Views

It allows couples to fulfil the purpose of marriage / technology can be used to improve the quality of life for couples / AIH and IVF do not interfere with the laws of Islam and so should be allowed / children can strengthen a marriage / modern technology is used in other aspects of life and so should be allowed here / God has given human beings intelligence to use in his work / having a family is an important part of a person's duty to God, etc.

[6 marks] AO2

(c) Explain Muslim beliefs about life after death.**Target: Knowledge and understanding of Muslim beliefs about life after death**

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"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	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 not 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:

On the Last Day, after resurrection body and soul will be united to go before Allah for the final judgment / Allah will judge people on how they lived their lives according to Allah's rules / they will go into Barzakh, a waiting place, before the day of judgment / the good will go to paradise / those who have been evil and shown no remorse will go to hell / description of paradise and of hell / Allah is merciful and will forgive those who repent / babies and martyrs will go straight to heaven / those that have lived good lives will be able to cross the Sirat bridge with ease / 'Angels' will ask three questions in the grave, 'who is your lord'? 'who is your prophet'? and 'what is your deen'? / Allah will ask about a person's body, their life, their wealth and the use to which they put their knowledge to, etc.

[6 marks] AO1

(d) 'Euthanasia is always wrong.'

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 euthanasia is always wrong

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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

Sanctity of life / Qur'an 17:33 – Do not take life except for just cause / neither kill nor destroy yourself / euthanasia is zulm – wrong-doing against Allah (Shari'ah) / since it is illegal, it must be wrong / only God can choose when we are to die / suicide is forbidden / refusing to wait until the time appointed by God could lead to punishment in the afterlife / suffering may be part of Allah's plan / doctors should not be asked to do this – goes against their commitment not to harm / patients could lose confidence and think that doctors will not do all they can to keep them alive / 'slippery slope arguments', etc.

Other views

People are kept alive far longer than is natural – it is this that goes against God's plans / keeping someone alive when they want to die is cruel / withdrawing treatment that is keeping someone alive when there is no hope of recovery is allowed, but that often results in them starving to death and taking a long while to die, this is cruel and unnecessary / this is a compassionate act / Allah would not want people to suffer / many people want euthanasia – we should respect their wishes / if someone is of sound mind, and is terminally ill, they should be allowed that choice, etc.

[6 marks] AO2

B5 Spelling, punctuation and grammar

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	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 Crime & Punishment

(a) Explain Muslim attitudes to justice and forgiveness when punishing individuals.

Target: Knowledge and understanding of Muslim attitudes to justice and forgiveness when punishing individuals

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"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	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 not 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:

Justice

Justice must be served regardless of the crime / crimes should be investigated fully before punishment to ensure justice / the hadith talks about having witnesses for crimes committed such as adultery and fornication / the Quran talks about justice being a key aim of punishment / ‘an eye for an eye, a life for a life’ – idea of proportionality / “There is (preservation of) life for you in retribution, O people of understanding, that you may become pious.” (Quran 2:179) / justice gives the individual the realisation of what they have done / the criminal is likely to reform if justice is served.

Forgiveness

Where possible Muslims are encouraged to forgive the individual / Quran and numerous Hadith encourage forgiveness / “If they both repent and mend their ways, then leave them alone. Verily, God is the Acceptor of repentance, the Merciful.” (Quran 4:16) / blood money can be taken for hudood crimes like murder / Allah is described as most forgiving so Muslims should try to develop this quality in themselves / there are examples of where the Prophet forgave people / some Muslims argue that criminals should not be ‘offered’ or ‘given’ forgiveness especially if they are likely to re-offend.

[6 marks] AO1

(b) **‘Believing in God makes a person less likely to commit crime.’**

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 believing in God makes a person less likely to commit crime

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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

The Qur'an and most holy scriptures warn of the punishment from God if they commit crime / all religions teach that committing crime is wrong / some religious countries have a lower rate of crime / fearing God allows religious people to think about the consequences / Muslims teach that God will judge people by their actions and so they are less likely to commit crimes.

Other views

Some people use religion to carry out acts of crime, eg killing / religious people still carry out acts of crime / certain crimes are not considered crimes in some religions, eg bigamy / the law gives clear punishments as deterrence for all people regardless of belief and religion and this can be considered as a deterrent, etc.

[6 marks] AO2

(c) Explain Muslim attitudes to corporal punishment.

Target: Knowledge and understanding of Muslim attitudes to corporal punishment

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"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	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 not 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:

Shari'ah law allows the use of corporal punishment / e.g. Qur'an 5.38 (the hands of thieves may be amputated) Qur'an 24.10 (adulterers may be flogged) / punishment in this life so not in the afterlife / practice of the Prophet / seen as a deterrent / conditions under which it may be used very strict / some Muslims argue that it does not apply today because society is so different from what it was at the time of the Prophet / hurting Allah's creation is wrong / only Allah has the right to punish / too harsh, etc.

[6 marks] AO1

(d) ‘Community service is the best way of punishing people who break the law.’

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 community service is the best way of punishing people who break the law

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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. Level 5 Guidance 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.	Level 6 Guidance 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 criminals to give back to their community / some crimes are not serious and so community service is appropriate / allows the criminal to reform / Islam teaches Muslims to serve their community / service to others is the essence of Islam / Hadith of the Prophet says Allah is helping the servant as long as the servant is helping his brother / the community benefit directly from this, eg helping with local project like gardening, painting and decorating / can be the best form of deterrence as it is a visible punishment whereas being in prison is not seen by the public, etc.

Other views

Prison is better as it keeps the community safe / community service is sometimes considered an easy way out / some crimes are unforgiveable and so they should be dealt with appropriately / 'eye for an eye' (5:45) / all depends on the crime committed / the Qur'an ordered punishments for certain crimes eg adultery (2:24), stealing (5:38) etc.

[6 marks] AO2

B6 Spelling, punctuation and grammar

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]