

# **Religious Studies A (World Religion(s))**

General Certificate of Secondary Education

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

## **Mark Scheme for June 2013**

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















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

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

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

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## Annotations

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	Benefit of the doubt not given
	Tick
	Cross
	Unclear
	Accurate Language
	Attempts evaluation
	Development
	Significant amount of material that does not answer the question
	Too vague

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

**Subject-specific Marking Instructions****General points**

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

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

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

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

**Specific points**

Half marks must never be used.

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

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

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

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

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

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

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

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

### Written Communication, Spelling, Punctuation and Grammar

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

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

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, ie no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

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

#### Spelling, punctuation and grammar (SPaG) Assessment Grid

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

## AO1 part (d) question

<p><b>Level 3</b> 5–6</p>	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range/depth of relevant material</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms</li> <li>• There will be few if any errors in spelling, grammar and punctuation.</li> </ul>
<p><b>Level 2</b> 3–4</p>	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation.</li> </ul>
<p><b>Level 1</b> 1–2</p>	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive.</li> </ul>
<p><b>Level 0</b> 0</p>	<p><b>No evidence submitted or response does not address the question.</b></p>


## AO2 part (e) question

<p><b>Level 4</b> <b>10–12</b></p>	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly.</li> </ul> <p>Few, if any errors in spelling, grammar and punctuation</p>	<p><b>Level 2</b> <b>4–6</b></p>	<p>A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately.</li> </ul> <p>There may be errors in spelling, grammar and punctuation</p>
<p><b>Level 3</b> <b>7–9</b></p>	<p>A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly.</li> </ul> <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p><b>Level 1</b> <b>1–3</b></p>	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms.</li> </ul> <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p><b>Level 0</b> <b>0</b></p>	<p><b>No evidence submitted or response does not address the question.</b></p>





Question		Answer	Marks	Guidance
1	(a)	Responses might include: <ul style="list-style-type: none"> <li>• Khadijah.</li> </ul> 1 mark for response.	1	
	(b)	Responses might include <ul style="list-style-type: none"> <li>• Greater / Higher</li> <li>• Lesser/ Lower</li> </ul> 1 mark for each response.	2	
	(c)	Responses might include: <ul style="list-style-type: none"> <li>• Born in Makkah</li> <li>• His family..</li> <li>• A sad childhood</li> <li>• He was an orphan</li> <li>• Father died before Muhammad's ﷺ birth</li> <li>• Moved from one relative to another</li> <li>• Lived with grandfather after mother's death</li> <li>• Lived with his uncle AbuTalib following grandfather's death</li> <li>• Told around age of 9 that he would be a "special person"</li> <li>• Had an awareness of a "higher being" from his early days</li> <li>• Worked as a shepherd</li> <li>• Became a (successful) trader/merchant</li> <li>• Was known for being trustworthy and honest.</li> </ul> One mark for each correct response.	3	Awareness of a "Higher being" could include reference to prayer/meditation


Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Muhammad ﷺ is seen as having lived an exemplary life. Muslims see him as their role model, the example of how a Muslim should live their lives in order to please Allah and reach paradise.</p> <p>Allah said to follow Muhammad's ﷺ example. Muhammad ﷺ said he left his sunnah (for Muslims to follow)</p>	6	A good answer requires range and/or depth (see generic mark scheme)

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors. Candidates may consider some of the following:</p> <p>Some might open with a definition of what is meant by the word compassionate and the term Day of Judgement. Some could argue that they are not incompatible and that a merciful god is one who distributes fair justice. Some might state that Allah has given plenty of warnings of the consequences of not living a righteous life; we have been clearly told the consequences of our actions.</p> <p>Other might argue that the two are incompatible and that a compassionate god is by definition a loving god and so would offer a wrongdoer forgiveness, though some might suggest that that is exactly what Allah does, but we have to ask for it. Also, some might suggest that punishment is not for eternity and that one can gain paradise at some stage. Some might argue that the righteous should be rewarded and evil punished and that is why a Day of Judgement is needed. Some might argue that as they are both essential beliefs of Islam the question does not arise.</p>	12	Some candidates may focus on judgment day rather than on an evaluation of judgement and compassion
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question		Answer	Marks	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Id-ul-Fitr.</li> </ul> <p>1 mark for response.</p>	1	Credit <u>ul-fitr</u> or <u>fitr</u>
	(b) (i)	<p>Responses might include:</p> <p>Sawm/ Saum or clearly similar</p> <p>1 mark for response.</p>	1	
	(ii)	<p>Responses might include:</p> <p>Ramadan / Ramadam or clearly similar</p> <p>1 mark for response.</p>	1	Do <b>not</b> credit only “9 <sup>th</sup> month” for (ii)
	(c)	<p>Responses might include:</p> <p>Salat-ul-Jumu’ah is Friday congregational prayers (1) attended by all adult males (2) at which a sermon /khutbah is delivered (3)</p> <p>Marks should be awarded for any combination of statements, development and exemplification</p>	3	<p>Candidates may refer to discussion or similar following the sermon.            Credit 2 rakah (rather than 4).            Credit 2 Adhan            Credit saying of du’a after the 2 rakahs            Credit led by Imam            Do not credit only “Friday prayers” – the question asks what happens.</p> <p>Note question is specifically about what happen at Friday Prayers, not what happens before (eg wudu) or other times of prayer.</p>

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The Hajj is very important as it is one of the Five Pillars and is compulsory on those who can afford it. By doing so they are fulfilling one of Allah's commands. It is also seen as a way of following Muhammad's  example which is of great significance to Muslims. By going on Hajj, a Muslim will visit those places associated with Ibrahim and Adam as well as visiting the place they all turn to when performing Salah. Hajj also helps to strengthen the Ummah as all Muslims see themselves as equal before Allah. It is also a way to seek forgiveness from Allah.</p>	6	<p>Some candidates may get to level 3 with good factual detail, but need to demonstrate understanding for the top of the level.</p> <p>Candidates would usually need to refer to the whole of Hajj rather than focus one aspect e.g. more than just reference to Makkah to reach the higher levels</p>
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>This could be true as festivals are meant to be enjoyed with so many seemingly aimed at children. Examples could be given from Muslim and non-Muslim festivals. Others might look at the serious side of them; the events they remember or the beliefs being stressed. Sacrifice in Id-ul-Adha, remembering others at Id-ul-Fitr.</p> <p>Some may question the importance of festivals themselves while others might say they are another way of uniting the Ummah and of following the example of The Prophet. Others might argue that they are the lighter side of religion, conveying serious messages in an enjoyable way—giving presents, sharing food.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question		Answer	Marks	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Ali.</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Mysticism</li> <li>• Meditation</li> <li>• Use of music</li> <li>• Whirling dervishes</li> <li>• Trances.</li> </ul> <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Allah is the only God</li> <li>• Beliefs about Allah:- merciful, compassionate...</li> <li>• Muhammad is the last of the prophets</li> <li>• Qur'an contains the words of Allah</li> <li>• Akhira/life after death</li> <li>• The 5 pillars (even if performed slightly differently)</li> <li>• Belief in angels</li> <li>• Judgement Day.</li> </ul> <p>1 mark for each response</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors. Candidates may consider some of the following:</p> <p>Shia Muslims link Imams to Ali and see them as descendents of Ali—his family line. Muhammad ﷺ passed secret meanings/knowledge on to Ali who transferred this to the Imams (his successors) as they see Ali as the first Imam.</p> <p>Divinely appointed leader of the community; Seveners and Twelvers may be mentioned; reference may be made to the hidden Imam or Madhi. Some shias believe Imams cannot sin.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors. Candidates may consider some of the following:</p> <p>Some might agree with this saying that Muhammad ﷺ brought people together under the banner of Islam and taught that we are only differentiated through our levels of piety. The ummah is a sign of the unity and strength of Islam. Others might suggest that all religions have divisions and that it is only human; we see and express things differently.</p> <p>Believers like Sufis may experience different ways of approaching Allah while others may put emphasis on different aspects of the religion. Some might suggest that Allah sees no differences except in how and why we behave and that being Sufi, Shia or Sunni does not matter to Allah; being a righteous Muslim is what is important.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

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