

**GCSE**

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

Unit **B587**: Muslim Texts 1 (Qur'an)

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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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

We do not annotate Religious Studies scripts.

## Subject-specific Marking Instructions



Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

## General points

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

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

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

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

## Specific points

Half marks must never be used.

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

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

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

AO1 Weak, Satisfactory, Good  
AO2 Weak, Limited, Competent, Good

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

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

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

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

### **Written communication, Spelling, Punctuation and Grammar**

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

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

The following points should be remembered:

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

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

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

<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.

**Awarding Spelling, Punctuation and Grammar to scripts with a coversheet**

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
- Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
- If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## AO1 part (d) question

<b>Level 3</b> <b>5-6</b>	<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 and /or 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>
<b>Level 2</b> <b>3-4</b>	<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>
<b>Level 1</b> <b>1-2</b>	<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>
<b>Level 0</b> <b>0</b>	<b>No evidence submitted or response does not address the question.</b>


## AO2 part (e) question

<b>Level 4</b> <b>10-12</b>	<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>	<b>Level 2</b> <b>4-6</b>	<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>
<b>Level 3</b> <b>7-9</b>	<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>	<b>Level 1</b> <b>1-3</b>	<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>
		<b>Level 0</b> <b>0</b>	<p><b>No evidence submitted or response does not address the question.</b></p>




## MARK SCHEME

Question		Answer	Mark	Guidance
1	(a)	<p><b>Who first revealed the Quran to Muhammad ﷺ?</b></p> <p>Responses might include: Angel Jibrail</p> <p>One mark for response.</p>	1	Can credit Gabriel.
	(b)	<p><b>When Muhammad received his first revelation</b> <b>(a) What was he told to do?</b> <b>(b) What was his response?</b></p> <p>Responses might include: (i)- To read the words that had appeared (ii)- That he could not (read them)</p> <p>One mark for each response.</p>	2	
	(c)	<p><b>List three things a Muslim should not do while the Qur'an is being read.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Talk</li> <li>• Eat</li> <li>• Drink</li> </ul> <p>One mark for each response.</p>	3	A reference to breaking ablution/ wudu may only be credited once.
	(d)	<p><b>Explain the importance of reading the Qur'an in Arabic.</b></p> <p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>Muslims believe that it contains the actual words of Allah and He spoke in Arabic- it is therefore the language of Allah. To fully appreciate the true exact meanings of the Quran it is very important to read it in Arabic- translations may lose some of the meaning and so it might get misinterpreted. Muhammad spoke Arabic and revealed the Qur'an in Arabic. It can also be seen as a sign of respect to Allah, particularly if Arabic is not your first language.</p>	6	


Question	Answer	Mark	Guidance
(e)	<p><b>'Islam could not exist without the Qur'an.'</b></p> <p>Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following:</p> <p>Many may agree by stating that it is the word of God, of Allah, so there is no other book like it. Previous revelations sent down by Allah (for example the Torah and Gospels) have been corrupted/changed or even lost, so these words are essential. It is after all a guide as to how Allah wants people to live. Humanity would be lost without it. Therefore Islam, as the final guide as to how to live a life according to Allah's wishes, could not survive without the Qur'an.</p> <p>Others might disagree and point to the belief that Muhammad is the Quran in action. The ahadith and Sunnah contain the records of all that he did and said, so even if the Qur'an were to disappear, Islam could still exist; Muslims would still know how to live their lives as Allah would wish as they have the record of the perfect example, Muhammad. The straight path to paradise is extremely important and following the example of the Prophet would lead to heaven.</p> <p>Some candidates might pick up the point that the Qur'an has been handed down over the generations and definitely in the first years of the religion, through an oral tradition; an actual book was not needed. Even today, many Muslims know the entire Qur'an from memory and so can pass on the words, even if no actual book exists. However, some might point out that memories can go awry; not all hadith are totally reliable and traditions may get distorted or mislaid. So a written copy, an actual book, may be needed to prevent Islam from being changed or misinterpreted. Some might state that the Qur'an is the 'proof' of what Muhammad claimed so is therefore essential to maintain the veracity of the Muslim faith.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<p><b>What name is given to this surah?</b></p> <p>Responses might include:</p> <p>The cow</p> <p>One mark for response.</p>	1	
	(b)	<p><b>According to Surah 2: 177, what should a Muslim</b></p> <p><b>(i) be steadfast in?</b> <b>(ii) practise regularly?</b></p> <p>Responses might include:</p> <p>(i)- prayer (ii)-charity</p> <p>One mark for each response.</p>	2	
	(c)	<p><b>State three things surah 2:177 says it is righteous to believe in.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• In Allah</li> <li>• in the last day</li> <li>• in angels</li> <li>• in the book</li> <li>• in the messengers</li> </ul> <p>One mark for each response.</p>	3	
	(d)	<p><b>Explain how surah 2:177 might help Muslims in their daily lives.</b></p> <p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>Surah 2: 177 stresses what it is righteous to do; what is the sign of the God - fearing</p>	6	

Question	Answer	Mark	Guidance
	<p>and righteous believer.</p> <p>It states what a Muslim should believe and must do to be seen as righteous and so doing what is right by Allah. This includes what the basic beliefs they should accept as well as stating who they should help. So, for example, as well as being steadfast in their prayers they should also give charity and regularly. If a Muslim believes in the articles of faith, gives charity, does their regular prayers and remains, as the surah says, steadfast in all conditions, then they can be counted among the God fearing. So, surah 2:177 offers to Muslims what they need to believe and act upon in their daily lives.</p>		
(e)	<p><b>‘To give charity is the most important thing a Muslim can do.’</b></p> <p>Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following:</p> <p>Surah 2: 177 explicitly states that one of the signs of being righteous is to practice charity regularly. Alms giving is one of the five pillars and is repeatedly referred to throughout the Quran; Muhammad set an example of helping the poor and giving charity where ever it was needed. Muslims strive to emulate the Prophet and so practicing charity on a regular basis is indeed an important aspect of Islam.</p> <p>But is it the most important thing a Muslim can do? Should they not put belief in Allah first and foremost as to give charity, it could be argued, is only done so because it is a command of Allah’s and also it brings its own reward on Judgement Day? Some might argue people give charity for selfish reasons in that it makes them feel good or it makes people speak well of them. Is not regular prayer more important? A hadith says that prayer is the distinguishing mark of Islam, of a Muslim, so is this more important than giving charity.</p> <p>Some may refer to the importance of the Ummah and that charity towards one fellow Muslim is a way of strengthening and supporting the Ummah. All Muslims are brother s and sisters, are members of one large family, do they not therefore have a duty to help each other when in need?</p> <p>A non-believer might agree with statement, saying that concern for our fellow humans</p>	12	

Question		Answer	Mark	Guidance
		is as important as looking after ourselves and our families. We should do it, not because we or the recipients are Muslim or Christian, but because we are all human.		
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
3	(a)	<p><b>According to surah 30, verse 20, what does Allah create from dust?</b></p> <p>Responses might include: Human beings</p> <p>One mark for response.</p>	1	
	(b)	<p><b>According to verse 21 of this surah, what two things has Allah put between the hearts of men and women?</b></p> <p>Responses might include: (i) Love (ii) Mercy</p> <p>One mark for each response.</p>	2	
	(c)	<p><b>List three things that Allah creates, according to verse 22 of this surah.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The heavens,</li> <li>• The earth,</li> <li>• variations in language,</li> <li>• Variations in colour.</li> </ul> <p>One mark for each response</p>	3	
	(d)	<p><b>Explain the importance of 'The signs' in Surah 30: 20-25</b></p> <p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following: The signs in this surah show the power of Allah for those who reflect, are wise, who</p>	6	

Question	Answer	Mark	Guidance
	<p>know, who harken to Him. Another way to say this might be that they show Allah's power and mercy to those that can see.</p> <p>Muhammad was constantly being asked for a sign, a miracle to support his words; to show that Allah really existed and was as powerful as He claimed.</p> <p>The signs mentioned in this surah therefore display the signs of God's power.</p> <p>If people look at the world around them, or even at the creation of men and women, then surely, they can see the power of Allah.</p> <p>The signs also offer an explanation for the variety of languages and skin colours between peoples. The signs all point to the power of Allah and to what He has given to mankind.</p>		
(e)	<p><b>'Without Allah, the world would not survive.'</b></p> <p>Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following:</p> <p>According to Surah 30, one of the signs of Allah is that heaven and earth only stand by His command, so this statement is true as, without the power of Allah, heaven and earth would cease to be. It also mentions that one of his signs is to send rain to enable the earth to regenerate after long dry spells so enabling crops to grow and for the world to continue.</p> <p>However, others might point out that modern science tells us that the seasons and rain are controlled by the forces of nature, not by any divine being. The world and the entire natural order, including people, are governed by natural laws. They do not need Allah to survive.</p> <p>It could be argued that the word 'world' could be interpreted to be the human world and not the natural world. In that sense, some might say that the world definitely needs Allah to survive. One of the signs mentioned in this chapter is the love and mercy that Allah has put between the sexes so enabling them to live in peace. The Qur'an, as Allah's word, offers people the path to paradise as well as stating Allah's creative powers. It also explains that all exists only because of the mercy and power of Allah. However, some candidates might say that if you do not believe in Allah, or in any god,</p>	12	

Question	Answer	Mark	Guidance
	<p>then you might disagree with the statement on scientific grounds. Also, it could be argued that if Allah did create the world and humans and they need Him to survive then why are both so violent and destructive: animals kill to survive; volcanoes and earthquakes bring destruction in their wake and peoples go to war.</p> <p>However, some might argue that this is precisely the reason why Allah is needed for the world to survive.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
	<b>Total</b>	<b>51</b>	

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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