

General Certificate of Secondary Education
Religious Studies A (World Religion(s))
Muslim Texts 2 (Sunnah and Hadith)
Specimen Paper

B588

Time: 1 hour

Candidates answer on the question paper.

Additional materials: none

Candidate
Forename

--	--	--	--	--	--	--	--	--	--

Candidate
Surname

--	--	--	--	--	--	--	--	--	--

Centre
Number

--	--	--	--	--	--

Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

FOR EXAMINER'S USE ONLY	
1	
2	
3	
TOTAL	

This document consists of **16** printed pages.

Answer **TWO** questions (parts a, b, c, d and e should be answered for **each** question).

The Prophet's last sermon.

"O People, lend me an attentive ear, for I know not whether, after this year, I shall ever be amongst you again. Therefore, listen to what I am saying to you very carefully and take these words to those who could not be present today."

1 (a) How should the life and property of every Muslim be seen?

..... [1]

(b) Give two teachings about equality that are found in the Prophet's Last Sermon.

.....
.....
..... [2]

(c) What does the Prophet's last sermon say about women?

.....
.....
.....
..... [3]

(d) Explain how the teachings in the sermon might affect the way in which a Muslim treats other people.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

.....

.....

.....

.....

..... [6]

(e) 'Everyone deserves to be treated equally.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Muslim texts in your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....


.....

.....

.....

.....

[12]

 Spelling, punctuation and grammar [3]

The Pond of Khumm

After completing his last pilgrimage (Hajjatul-Wada), the Prophet was leaving Makkah toward Madinah, where he and the crowd of people reached a place called Ghadir Khumm (which is close to today's al-Juhfah).

2 (a) What kind of place was the pond of Khumm?

..... [1]

(b) Which verse of the Qur'an was revealed at the pond of Khumm?

.....
.....
..... [2]

(c) What did Muhammad ﷺ say about Ali in the hadith of the pond of Khumm?

.....
.....
.....
..... [3]

(d) Why may Sunni and Shi'a Muslims disagree about the meaning of this Hadith?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

.....

.....

.....

.....

..... [6]

- (e) ‘The teachings of Muhammad ﷺ are never as important as those of the Qur’an.’

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Muslim texts in your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....


.....

.....

.....

.....

[12]

 Spelling, punctuation and grammar [3]

an-Nawawi's Forty Hadith:3

Islam has been built on five [Pillars]

3 (a) The first Pillar is known as the Shahadah, what is it?

..... [1]

(b) 'Making the pilgrimage to the house': What is the house and where is it?

.....
.....
..... [2]

(c) What are the other three pillars?

.....
.....
.....
..... [3]

(d) What is the significance of these ideas for Muslim life?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

.....

.....

.....

.....

..... [6]

(e) 'The Hadith are not important because they were written by humans.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Muslim Texts in your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....


.....

.....

.....

.....

..... [12]

 Spelling, punctuation and grammar [3]

Paper Total: [51]

Extra Answer Space

Clearly label which question you are answering.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Copyright Acknowledgements:

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2012

Specimen Mark Scheme

The maximum mark for this paper is **51**.

INSTRUCTIONS TO EXAMINERS

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

<i>High performance 3 marks</i>
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.
<i>Intermediate performance 2 marks</i>
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.
<i>Threshold performance 1 mark</i>
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

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


AO2 part (e) question


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

Question Number	Answer	Max Mark
	<p>The Prophet's last sermon. "O People, lend me an attentive ear, for I know not whether, after this year, I shall ever be amongst you again. Therefore, listen to what I am saying to you very carefully and take these words to those who could not be present today."</p>	
1(a)	<p>How should the life and property of every Muslim be seen?</p> <ul style="list-style-type: none"> • Sacred; <p>OR</p> <ul style="list-style-type: none"> • sacred trust. 	[1]
1(b)	<p>Give two teachings about equality that are found in the Prophet's Sermon.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • the sermon teaches equality amongst all Muslims and stresses the importance of the Ummah (the brotherhood of all Muslims); • the sermon stresses the common ancestry from Adam and Eve; • the sermon shows that Arabs and non-Arabs are equal and black and white people are also equal. 	[2]
1(c)	<p>What does the Prophet's Last Sermon say about women?</p> <ul style="list-style-type: none"> • You have rights but so do women; • treat your women well and be kind to them; • they should only make friends with those of whom you approve; • they should never commit adultery. 	[3]
1(d)	<p>Explain how the teachings in the sermon might affect the way in which a Muslim treats other people.</p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> • how a Muslim might treat other Muslims; • how a Muslim might treat non-Muslims; • the sermon says that all people are equal and that there is no superiority; • however, some may suggest that the last section, which deals with the Ummah, might suggest that the brotherhood of Islam leads to a stronger bond between Muslims than one between Muslim and non-Muslims. 	[6]




Question Number	Answer	Max Mark
1(e)	<p>‘Everyone deserves to be treated equally.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Muslim Texts in your answer.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • all people are equal so should be treated equally; • some may refer to the sermon and consider that this equality is stressed in the Prophet’s words; • on the other hand, some may consider whether the section ‘except by piety and good action’ means that equal treatment will depend on equal observance and submission to Islam. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Question Number	Answer	Max Mark
	<p>The Pond of Khumm</p> <p>After completing his last pilgrimage (Hajjatul-Wada), the Prophet was leaving Makkah toward Madinah, where he and the crowd of people reached a place called Ghadir Khumm (which is close to today's al-Juhfah).</p>	
2(a)	<p>What kind of place was the pond of Khumm?</p> <p>Where different provinces used to greet each other before taking different routes home.</p>	[1]
2(b)	<p>Which verse of the Qur'an was revealed at the pond of Khumm?</p> <ul style="list-style-type: none"> • Qur'an 5:67; • pass the Qur'an to others and Allah will protect you. 	[2]
2(c)	<p>What did Muhammad ﷺ say about Ali in the hadith of the pond of Khumm?</p> <ul style="list-style-type: none"> • Whoever accepts Muhammad ﷺ as his leader, then Ali is also his leader; • love those who love him, and be hostile to those who are hostile to him. 	[3]
2(d)	<p>Why may Sunni and Shi'a Muslims disagree about the meaning of this Hadith?</p> <p>Candidates may explain:</p> <ul style="list-style-type: none"> • the difference between the two accounts is central to believing that Muhammad ﷺ intended for Ali to succeed him as leader of the Muslim community; • in this way the beginning of the split between Sunni and Shi'a Muslims can be seen; • comment on the word 'malwa' which is sometimes translated as 'master' and sometimes as 'beloved friend'. 	[6]

Question Number	Answer	Max Mark
2(e)	<p>'The teachings of Muhammad ﷺ are never as important as those of the Qur'an.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Muslim Texts in your answer.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the Qur'an is the revealed word of Allah and that therefore it must, by definition, be more important than the utterances of a human however important that person is; • focus on the relative importance of the two and consider whether the teachings of the Prophet, whilst not as important as those of the Qur'an are nevertheless far more important than those of ordinary people who have not received the revelation as he did. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Question Number	Answer	Max Mark
<p>3(a)</p> <p>3(b)</p> <p>3(c)</p> <p>3(d)</p> <p>3(e)</p>	<p>an-Nawawi's Forty Hadith:3 Islam has been built on five [Pillars]</p> <p>The first Pillar is known as the Shahadah, what is it? There is no God but Allah and Muhammad ﷺ is his messenger.</p> <p>'Making the pilgrimage to the house' What is the house and where is it?</p> <ul style="list-style-type: none"> • The Kab'ah; • Makkah. <p>What are the other three Pillars?</p> <ul style="list-style-type: none"> • Performing prayers; • paying Zahat; • fasting in Ramadan. <p>What is the significance of these ideas for Muslim life? Responses may include explanation of:</p> <ul style="list-style-type: none"> • the Five Pillars as central to Muslim life; • the importance of the Pillars; • the Pillars influence aspects of Muslims life; • the Pillars strengthen not only the life and beliefs of the individual but also the Ummah. <p>The Hadith are not important because they were written by humans.'</p> <p>Discuss this statement. You should included different, supported points of view and a personal viewpoint. You must refer to Muslim Texts in your answer.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • weighing up of the relative importance of the Qur'an and Hadith; • the Hadith are not as important as the Qur'an because the latter is the revealed word of Allah; • because the Hadith contains sayings attributed to the Prophet they are nevertheless important to Muslims. 	<p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[6]</p> <p>[12]</p>
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.</p>	<p>SPaG [3]</p>
Paper Total:		[51]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	SPaG*	Total
1(a)	1			1
1(b)	2			2
1(c)	3			3
1(d)	6			6
1(e) 		12	3	12
2(a)	1			1
2(b)	2			2
2(c)	3			3
2(d)	6			6
2(e) 		12	3	12
3(a)	1			1
3(b)	2			2
3(c)	3			3
3(d)	6			6
3(e) 		12	3	12
Totals	24	24	3	51

* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

BLANK PAGE