



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

Religious Studies

Assessment Unit AS 6

assessing

An Introduction to Islam

[SRE61]

WEDNESDAY 23 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Candidates must refer to different units of study in their AO1 response to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

| Band | AO1 Performance Descriptors | Marks |
|------|---|-----------|
| 5 | <ul style="list-style-type: none"> • An excellent response to the question asked • Demonstrates comprehensive understanding and knowledge • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very high degree of relevant evidence and examples • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar | [21]–[25] |
| 4 | <ul style="list-style-type: none"> • A very good response to the question asked • Demonstrates a high degree of understanding and almost totally accurate knowledge • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very good range of relevant evidence and examples • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar | [16]–[20] |
| 3 | <ul style="list-style-type: none"> • A good response to the question asked • Demonstrates a reasonable degree of understanding and mainly accurate knowledge • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A good range of relevant evidence and examples • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar | [11]–[15] |
| 2 | <ul style="list-style-type: none"> • A limited response to the question asked • Demonstrates limited knowledge and understanding • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A limited range of evidence and/or examples • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar | [6]–[10] |
| 1 | <ul style="list-style-type: none"> • A basic response to the question asked • Demonstrates minimal knowledge and understanding • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • Little, if any, use of evidence and/or examples • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar | [0]–[5] |

| Band | AO2 Performance Descriptors | Marks |
|------|---|-----------|
| 5 | <ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis • An excellent attempt at the application of beliefs, values and teachings to the question asked • An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • An excellent attempt at providing personal insight and independent thought • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar | [21]–[25] |
| 4 | <ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis • A very good attempt at the application of beliefs, values and teachings to the question asked • A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A very good attempt at providing personal insight and independent thought • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar | [16]–[20] |
| 3 | <ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis • A good attempt at the application of beliefs, values and teachings to the question asked • A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A good attempt at providing personal insight and independent thought • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar | [11]–[15] |
| 2 | <ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis • A limited attempt at the application of beliefs, values and teachings to the question asked • A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience • A limited attempt at providing personal insight and independent thought • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar | [6]–[10] |

| Band | AO2 Performance Descriptors | Marks |
|------|--|---------|
| 1 | <ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience • A basic attempt at providing personal insight and independent thought • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar | [0]–[5] |

Candidates must engage with other aspects of human experience, where necessary, to access Bands 3–5.

Section A

Answer **one** question.

AVAILABLE
MARKS

- 1 (a) Describe the importance and impact of key people and events in the life of Muhammad until his call.

Answers may include:

- An examination of key aspects of Muhammad's early life
- Consideration of the positive or negative impact of key events and people, e.g. suffering, death, opportunities, support
- His family background, tribe and clan
- The tragic loss of mother, father and grandfather
- The parental role of his uncle
- Being trained in business
- Meeting and marrying Khadijah, having children
- Frustrations connected with Mecca, economic inequality, polytheism
- Praying outside Mecca, monotheism

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Evaluate the view that Muhammad's call to be a prophet was the most significant moment of his life. Justify your answer.

Answers may include:

- Consideration of why the call experience on the 'Night of Power' would have been significant for Muhammad
- Consideration of the dramatic experience of this night, the memorable nature of it
- Consideration of the encouragement that this would be in the future, especially in difficult times
- Gave Muhammad a direction for the future
- Gave Muhammad a divine message, the miracle of the Qur'an
- Established him as the prophet of Islam, the final prophet
- Consideration of other significant moments in Muhammad's life, marrying Khadijah, growth of his family
- The persecution in Mecca
- The visions Muhammad had, encouraging him to carry on
- The death of Abu Talib and Khadijah
- The pledges of Aqaba and the encouragement to leave Mecca
- The Hijra and the beginning of the Muslim community
- The winning of Battles and conquering of Mecca

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) With reference to examples from the Qur'an, discuss the content and style of the Surahs as they were revealed in Mecca and Medina.

AVAILABLE
MARKS

Answers may include:

- It is suggested that two thirds of the Surahs may be from the Meccan period and one third from the Medinan period
- It is generally accepted that the shorter more striking Surahs may come from the Meccan period
- The tone of the Meccan Surahs is fiery, the style is rhythmic and rhetorical
- The Meccan Surahs are often addressed to Muhammad but is rarely the subject of them
- The Meccan Surahs have a prophetic character dealing with the sinfulness of the people, a call to moral living is regular, judgement, heaven and hell, Muhammad is a warner, the oneness of Allah is stressed and the sin of idolatry/shirk addressed, the command to prostrate is regular, any reference to Adam and Satan (Iblis), reference to previous prophets
- The later Meccan Surahs seem to focus on idolatry, the unity of God and the word Allah is used more regularly, the word 'never' is evident
- The Medinan Surahs are longer, prosaic, slower, rhyme is harder to detect
- The later Medinan Surahs seem to focus on Muhammad himself to a greater extent, the final apostle and messenger, a community leader and they are addressed to his followers
- The Medinan Surahs deal with the laws of Islam, marriage, divorce, inheritance and punishment, orphans, wine, gambling, jihad, criticism of Christians and the Jewish community, 'the People of the Book'
- It is suggested that any knowledge as to the place of origin of the Surahs may come from Muhammad's Companions or Secretaries rather than Muhammad himself
- Identifying the Surahs which are from Mecca or Medina is challenging as they are not in chronological order but order of length

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) 'The Islamic community could not survive without the Sunnah and Hadith.'
Assess this claim. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Consideration of the significance of the Sunnah collections which provide the example of the prophet Muhammad, who lived out the Qur'an
- Consideration of the significance of the Hadith collections which provide teachings of the prophet Muhammad
- Consideration of how both of these add to the Qur'an as sources of guidance for Muslims
- The Qur'an, the Sunnah and Hadith do bring unity and continuity to the Islamic community and enable its survival
- Consideration of the extent to which the Sunnah and Hadith on their own ensure survival
- Consideration of difficulties presented by these additional sources of authority, e.g. their reliability, the huge volume of material available in the Hadith collections
- Consideration of other aspects of the Islamic faith which are greater contributors in relation to the survival of the faith, e.g. the role of the family, the role of the ummah, the role of the mosque

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

Section B

**AVAILABLE
MARKS**

Answer **one** question.

- 3 (a)** Explain how Islamic beliefs are seen in the practices of Zakat and Sawm.

Answers may include:

- Consideration of the fact that these are two of the five Pillars or religious duties of Islam, belief that Allah will reward
- These practical duties give expression to the beliefs stated in the Shahadah, there is one God and Muhammad is his prophet
- Consideration of Zakat, almsgiving, 2.5%, it is required of Muslims, purification of remaining money as a result, special Zakat on Eids
- Belief that all that humans have is from Allah, a blessing, therefore what you have should be shared with others who are in need, improves efficacy of prayers
- Sawm is the ritual of fasting during the month of Ramadan, during daylight hours, additional reading is done and prayers said
- Muslims believe they are imitating the practice of Muhammad and obeying the Quran, as well as giving thanks for the giving of the Qur'an, the belief that it is the final revelation and the miracle of Muhammad

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b)** With reference to other aspects of human experience, comment on the claim that religious rituals give the believer a sense of identity. Justify your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant historical and/or contemporary examples
- Consideration of how religious rituals may give a sense of identity and belonging
- Consideration of how religious rituals are a way of identifying with a particular religious outlook
- Consideration of other ways in which religious rituals may have value such as demonstrating obedience, continuing tradition, achieving reward in the afterlife, the symbolic meaning
- Consideration of other aspects of religion which may give a greater sense of religious identity such as the sacred text, the community, the place of worship
- Consideration of the significance of different levels of religious commitment in relation to faith and religious rituals

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

50

- 4 (a) 'The mosque is central to the Islamic faith.'
Examine this statement with particular reference to the design and use of the mosque.

Answers may include:

- Identification of key architectural features of a mosque, their use and comments relating to its centrality and significance
- The role of the mosque in the Muslim community
- The mosque is a place for daily worship of Allah, Salah is carried out
- The mosque is a place for festivals and ceremonies
- The mosque is a place of education as the Imam teaches in the khutbah on a Friday and teaches Arabic to children on most days
- The mosque is a social centre
- The minaret is used to call Muslims to prayer
- The dome identifies the mosque and magnifies the voice of the Imam
- The fountain facilitates performing wudu and preparing the mind and body for prayer
- The qibla and mihrab indicate the direction of Mecca
- The lack of furniture and carpets allow people to perform the rakah
- The minbar allows the Imam to be seen and heard, as he leads prayer and teaches

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, consider the view that religion requires other sources of authority beyond sacred texts. Justify your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant historical and/or contemporary examples
- Consideration of why sacred texts may have limitations as sources of authority, challenging texts as originally given, written in and relate to a particular time and context
- Consideration of the need for interpretation and application and problems related to this
- Consideration of the need of religious leaders to provide guidance
- Consideration of the need for institutions to guide and govern the community
- Consideration of the value of religious texts
- Consideration of how they may be seen as the ultimate authority for the individual believer and community, God reveals himself through it
- Consideration of how both beliefs and practices emerge from a sacred text
- Consideration of the timeless relevance of a sacred text

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

Total

**AVAILABLE
MARKS**

50

100