



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2019**

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## **Religious Studies**

**Assessment Unit AS 6**

*assessing*

**An Introduction to Islam**

**[SRE61]**

**WEDNESDAY 22 MAY, MORNING**

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

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis</li> <li>• An excellent attempt at the application of beliefs, values and teachings to the question asked</li> <li>• 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</li> <li>• An excellent attempt at providing personal insight and independent thought</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis</li> <li>• A very good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• 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</li> <li>• A very good attempt at providing personal insight and independent thought</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis</li> <li>• A good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• 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</li> <li>• A good attempt at providing personal insight and independent thought</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis</li> <li>• A limited attempt at the application of beliefs, values and teachings to the question asked</li> <li>• 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</li> <li>• A limited attempt at providing personal insight and independent thought</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis</li> <li>• A basic attempt at the application of beliefs, values and teachings to the question asked</li> <li>• 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</li> <li>• A basic attempt at providing personal insight and independent thought</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

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

**Section A**

Answer **one** question from this section

**AVAILABLE  
MARKS**

- 1 (a)** Explain the origins of the Qur'an and consider the contribution of Muhammad and the Caliphs to the process of recording the Qur'an.

Answers may include:

- An examination of how the Qur'an existed in heaven, is believed to be eternal, and was revealed by Allah over a period of twenty three years.
- An examination of the contribution of Gabriel who acted as a messenger to reveal the Qur'an gradually to Muhammad, and in particular, the involvement in the 'Night of Power', the command to 'Recite', the revelations were dictated and impressed on Muhammad's heart.
- An examination of the contribution of Muhammad, his memorising of the texts, the view that he was illiterate, his dictating the texts to his followers and the Remembrancers, the recording of revelations on whatever came to hand, the partial organising of the texts into chronological order.
- The contribution of Ali in appointing Zayd ibn Thabit to begin the process of collating and recording the revelations of the Qur'an.
- The contribution of Uthman in acknowledging that there was a problem in that there were four different versions of the Qur'an in circulation, organising the production of a final version of the Qur'an, distributing the Qur'an to key cities.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) "Although Muslims agree on the importance of the Qur'an, the problem is always one of interpretation."

Evaluate this view. Justify your answer.

Answers may include:

- Consideration of the Muslim view that the Qur'an was Muhammad's miracle.
- Consideration of the view that the Qur'an demonstrates Allah's mercy towards humanity in that he did not leave humans without guidance.
- Consideration of how the Qur'an outlines the fundamental beliefs which Muslims would hold.
- Consideration of how the Qur'an outlines the key religious observances which Muslims are to adhere to.
- Consideration of the significance of accepting key beliefs and fulfilling religious duties as these will be fundamental in the final judgment and eternal destiny.
- Consideration of how the insistence on the Qur'an being in Arabic could be problematic for Muslims and therefore it would be difficult to submit to.
- Consideration of ways in which the Qur'an may seem limited because it is quite a short religious text, it is ancient, it cannot cover everything, the challenge of interpretation and application.
- Consideration of the significance of other religious texts such as Sunnah and Hadith and whether or not they are helpful in interpreting and applying the Qur'an to daily life.
- Consideration of how there are different schools of thought within the Islamic faith as to which sources should be used to assist with interpretation.
- Consideration of other aspects which could be equally or even more significant to Muslims such as family influence, community influence, geographical setting, the influence of the mosque and Imam.
- the possibility of misinterpretation of the Qur'an.
- possible issues raised by abrogated verses.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE  
MARKS

- 2 (a) "The role of the Imam is to guide and to teach the Islamic community".  
Examine this statement.

Answers may include:

- Consideration of how an Imam may act as a 'guide' in daily prayer or in daily life as a Muslim
- The Imam will recite the Qur'an in Arabic.
- The Imam will guide the Muslim community which has gathered in the physical movements involved in performing the rakah.
- The Imam will stand on the minbar and speak to the congregation.
- The Imam prepares two sermons or khutbahs for Friday prayers and is therefore a teacher.
- Female Imams will not have a role in Friday prayers if there are men present, they may lead women in prayer and act as a teacher.
- Consideration of the variety of roles an Imam may have.
- Consideration of how any Muslim can act as a leader for prayer and in that sense be an Imam.
- Imams may be involved in performing birth, marriage and death rituals.
- Imams will be involved in rituals connected with the two major festivals.
- Imams will teach children Arabic each afternoon.
- Imams are available to provide guidance.
- Imams will visit the sick, host social events in the mosque, act as chaplains in hospitals and universities.

Accept valid alternatives

Mark in levels

(AO1)

[25]

AVAILABLE  
MARKS

(b) “The mosque provides greater support for Muslims than any other aspect of the faith.” Assess this claim. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- Consideration of the significance of the mosque as a centre of worship.
- Consideration of the significance of the mosque as a centre for education, for children and adults.
- Consideration of the significance of the mosque as a source of information from a library, Imam or other Muslims.
- Consideration of how the mosque is supportive in offering a social life.
- Consideration of how the mosque may take on even greater significance if Muslims are a minority group in a non-Muslim society.
- Consideration of the extent to which any place can be a mosque.
- Consideration of personal responsibility for one’s own faith and life.
- Consideration of the possibility that the mosque may offer little or no support to females depending on whether or not they are included in worship and other aspects of life around the mosque.
- Consideration that in any context it is the family that offers the majority of support to Muslims.
- Consideration that in any context that it is the community that offers the majority of support to Muslims.
- Consideration of the possibility that a Muslim could be living in a non-Muslim country and yet be in a Muslim dominated community, e.g. some cities in the UK.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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**Section B**

**AVAILABLE  
MARKS**

Answer **one** question from this section

- 3 (a)** Discuss the importance to the Islamic community of Muhammad’s call and the persecution which followed.

Answers may include:

- Consideration of the details of the ‘Night of Power’, the cave Hira, Mount Nur, the Angel Gabriel, the command to recite.
- Consideration of how Muhammad reacted at first, fearful, reassurance from Khadijah and Waraqa.
- Consideration of how Muhammad gained courage, a message, a direction, followers.
- Consideration of the ways in which Muhammad was persecuted and his followers.
- Consideration of how the persecution combined with personal losses of his wife and uncle, being stoned at Ta’if, brought Muhammad to a low point.
- Consideration of the significance of the support of Allah, visions and new revelations during times of persecution enabled Muhammad to continue his work.
- Consideration of how the support and interest of the men from Yathrib/ Medina in the midst of persecution guided Muhammad to move, the Hijra.
- The significance of this move for Muhammad, who was accepted as a prophet, leader and statesman.
- The significance of the move for the community as it was the starting point for the Muslim community, dated from 622 CE, the community grew and was eventually able to conquer Mecca.
- Possible consideration of the ongoing significance of Muhammad’s call and the persecution which followed.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** With reference to other aspects of human experience, comment on the claim that religious experience is of greater value to a believer than collective worship. Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Consideration of how religious experience may give a sense of calling and direction to someone's life.
- Consideration of how religious experience may give someone a sense of reassurance about their faith.
- Consideration of how religious experience may bring a sense of identity and belonging.
- Consideration of how religious experience through personal reading, prayers, meditation may be very significant.
- Consideration of how religious experience does not compensate for collective worship.
- Consideration of how collective worship can be empowering because you are sharing religious worship and learning with others.
- Consideration of how collective worship can strengthen faith which is struggling.
- Consideration of how collective worship gives a sense of identifying with a particular religious outlook.
- Consideration of other aspects of how religious experience can be divisive, confusing, create feelings of superiority and inferiority.
- Consideration of other aspects of religion which may give a greater sense of religious identity such as the sacred text, the family.
- Consideration of the significance of key people or events.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

AVAILABLE  
MARKS

- 4 (a) “The Shahadah is the foundation of all of the Pillars of Islam.”  
Examine this statement.

AVAILABLE  
MARKS

Answers may include:

- Consideration of the contents of the Shahadah, there is only one God/ Allah and Muhammad is the prophet of Allah.
- The two fundamental beliefs of Islam, used on a daily basis, said at the beginning and end of someone’s life, the basis of conversion to Islam.
- These beliefs are fundamental and ensure that the correct intention and motivation are in place before Muslims perform the other Pillars.
- Belief in Allah is necessary if a Muslim is going to perform Salah five times each day.
- Belief in Allah is necessary if Muslims are to willingly give a portion of their money away (Zakat), and believe that all money is Allah’s and there is the obligation to share with the community.
- Observing Sawm would not make any sense as Muslims are fasting, reading and praying to give thanks to Allah for the gift and miracle of the Qur’an.
- Going on Hajj is following the example of Muhammad, the prophet of Allah, remembering key people in Islamic religious history, and confessing sins to Allah at Arafat.
- Each of the Pillars are insignificant without the Shahadah and Muslims show their submission to Allah through each of the Pillars, this is the source of their ultimate reward in Paradise.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** With reference to other aspects of human experience, consider the view that a life of faith demands observance to both religious and moral duties. Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Consideration of why it might be essential that a believer does their religious and moral duties.
- Consideration of how doing religious and moral duties shows obedience to the teachings of their religion.
- Consideration of how religious duties alongside moral duties demonstrates integrity.
- Consideration of the extent to which religious duties are the basis of eternal reward.
- Consideration of how religious and moral duties express faith.
- Consideration of how religious duties identify a person with a particular faith community.
- Consideration of reasons why doing religious duties may not be essential.
- Consideration of the importance or otherwise of genuine motives.
- Consideration of the possibility of false or shallow motives.
- Consideration of the negative associations with the word 'duty', an obligation, perhaps fulfilled reluctantly.
- Consideration of the difficulty in finding agreement in religious communities as to what the religious and moral duties are, the challenge of interpretation, application.
- Consideration of the role of religious leaders in defining religious duties.
- Consideration of the role of the religious community in defining and pressurising over religious duties.
- Consideration of the role and significance of religious history and culture in defining religious duties.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

**Total**

**100**

**AVAILABLE  
MARKS**