



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2022**

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## **Religious Studies**

**Assessment Unit AS 6**

*assessing*

**An Introduction to Islam**

**[SRE61]**

**TUESDAY 31 MAY, AFTERNOON**

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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.

### **COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021-2022 only.

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 Section A

AVAILABLE  
MARKS

- 1 (a) Explain why the revelation and compilation of the Qur'an are important for Muslims.

Answers may include:

- Clear focus on the importance of revelation and compilation.
- For Muslims, the Qur'an is the actual dictated word of Allah.
- For Muslims, the Qur'an is the ultimate guide to belief and life.
- For Muslims, the Qur'an is the final and uncorrupted revelation of Allah.
- Revelation of the Qur'an confirms Muhammad as 'Seal of the Prophets'.
- Possible reference to the fact that revelation of the Qur'an forms the basis of Sharia Law.
- The way in which the Qur'an is organised, in relation to surah length rather than chronology may make it difficult on a practical level.
- Due to the law of abrogation, the way in which the Qur'an is compiled may make the understanding of Qur'an seem difficult.
- The Qur'an always existed in heaven; Allah revealed it before Muhammad and these previous revelations had been corrupted.
- The revelation to Muhammad was the final attempt to reveal Allah's word to humanity, so it was very significant.
- The Qur'an was revealed to Muhammad gradually over a period of twenty three years.
- The process of revelation began in 610 CE, on the Night of Power, in Mecca in Cave Hira.
- Muhammad was the 'unlettered prophet' so he could not read or write, which adds authority to the Qur'an.
- Muhammad taught his followers the revelations who then memorised them.
- The revelations were recorded on whatever materials came to hand and were stored in Hafsa's chest.
- Before Muhammad died he began to collate these and put the surahs into order. He died before the process was completed.
- Abu Bakr began the process of having the Qur'an compiled and it was completed by Uthman.
- The surahs were ordered in terms of length, rather than chronology.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Assess the claim that the language of the Qur'an is the greatest challenge for Muslims who want to submit to Allah. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- Consideration of the ways in which the language of the Qur'an can present challenges for Muslims.
- The Qur'an is written in Arabic and a particular literary form of Arabic.
- For those who do not have Arabic as their mother language, the language of the Qur'an could present challenges.
- Possible consideration of how the structure of the Qur'an is the greatest challenge for Muslims – no chronological order, abrogated verses, differences between Meccan and Medinan Surahs.
- Possible consideration of teachings in the Qur'an some Muslims find challenging, e.g. war.
- Consideration of the emphasis placed on teaching children Arabic from a young age so that the Qur'an can be accessed and understood.
- Consideration of how the common language of the Qur'an for all Muslims brings unity and a sense of ummah (community).
- Consideration of other challenges facing the Muslim community, which could be greater.
- Consideration of the challenge of living in a non-Muslim society.
- Consideration of attitudes in the west to family, gender, relationships.
- Consideration of the influence of secularism, atheism, materialism.
- Consideration of the attitudes of some to Muslims in general.
- Consideration of the impact of extremism or terrorism.

Accept valid alternatives

Mark in levels  
(AO2)

[25]

50

2 (a) Examine the challenges that Muhammad as a prophet met in both Mecca and Medina.

AVAILABLE  
MARKS

Answers may include:

- Consideration of the various aspects of the question - challenges, Mecca and Medina.
- After Muhammad's call to be a prophet on the Night of Power, when he began to preach in Mecca, he began to face persecution.
- Muhammad's prophetic preaching presented real challenges to the traditional religious beliefs and social patterns in Arabia.
- Muhammad's house was attacked; his followers were persecuted.
- Consideration of how Muhammad's tribe was suffering economically, due to a boycott, because of his prophetic preaching.
- Consideration of the slow response Muhammad the prophet had; there were some converts in the first few years but not many.
- The personal challenge of the deaths of Khadijah and Abu Talib, who supported Muhammad's prophetic ministry.
- Muhammad was not allowed to preach in Mecca and had to go to fairs to preach.
- Muhammad began to gain converts from Yathrib due to preaching at the fair of Ukaz.
- Two pledges were made by converts showing support for Muhammad, the Pledges of Aqaba.
- Muhammad was building a base of support in Yathrib/Medina and sent followers ahead of him to establish a base.
- Muhammad had the challenge of establishing a Muslim community in Yathrib/Medina where he would be both a religious prophet and political leader.
- Muhammad the prophet had the challenge of uniting the community as there were divisions and different levels of acceptance of Muhammad the prophet.
- The challenge of the Jewish community and their response to Muhammad.
- The challenge of Mecca and the three battles: Badr, Uhud, the Trenches.
- With the foundation of an Islamic base in Yathrib/Medina there was the challenge of spreading the faith beyond Medina and into all Arabia.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) "Muhammad's early social background had the greatest impact on his life and work."

Assess this claim. Justify your answer.

Answers may include:

- Consideration of the impact of the various aspects of Muhammad's social background on his life and work.
- Consideration of how the religious views within Arabian society: Muhammad's rejection of polytheism, but how he kept the cleansed Kaba at the centre of Islam; Muhammad's rejection of Judaism, but he may have been influenced by the idea of regular prayer each day; Muhammad's rejection of Christianity due to the Trinity, but how he honoured Jesus as a prophet; Muhammad's acceptance of monotheism; meditation as believed and practiced by the Hafiz.
- Muhammad's rejection of the moral values or lack of moral values in Arabia.
- Muhammad's rejection of vendetta and tribal hostility.
- Consideration of the impact of the negotiation skills Muhammad developed due to the tribal nature of Arabia and the business skills he gained from trade.
- Muhammad's stress on the idea of community and support.
- Consideration of influences on Muhammad's family social life, e.g. his early life, his wife Khadijah, his early converts.
- Consideration of the significance of the Night of Power and/or the Night Journey.
- Consideration of the impact of hostility, persecution, the Hijra.
- Consideration of the impact of success in battle, later in his life.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE  
MARKS

**Section B**

**AVAILABLE  
MARKS**

Answer **one** question from Section B

- 3 (a)** How does the observance of Sawm and Eid ul Fitr help Muslims focus on key aspects of their faith?

Answers may include:

- Reference made to Sawm.
- Sawm is one of the Five Pillars of Islam.
- Eid ul Fitr is one of the two main festivals of Islam.
- Muslims fast for each day of the month of Ramadan.
- They do not eat or drink during daylight hours which helps Muslims to rely on Allah and focus on Tawhid.
- Muslims gather after sunset for a communal meal.
- On the 27th of Ramadan Muslims meet to pray all night, worth a thousand nights of prayer.
- Muslims are remembering the Night of Power and the beginning of the revelation of the Qur'an.
- Throughout the month Muslims read a section of the Qur'an so that the whole text is read during the month.
- Reference made to Eid ul Fitr.
- On the last evening of Ramadan, there is a celebration meal and Muslims will go to the mosque.
- The next day Muslims will go to the mosque, dress up, and make the biggest gathering of people possible, including men, women and children, sense of Ummah, shared faith.
- There will be a celebration meal and gifts and cards exchanged.
- The rituals of Sawm and Eid ul Fitr serve to stress the worship of Allah and submission.
- The rituals of Sawm and Eid ul Fitr serve to stress gratitude for the revelation of the Qur'an.
- The rituals of Sawm and Eid ul Fitr serve to stress 'ummah' due to communal feasting, sharing with the poor, having greater understanding of the suffering of the poor due to fasting.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** With reference to other aspects of human experience, evaluate the view that religious rituals help believers to preserve their faith in a secular age. Justify your answer.

Answers may include:

- Reference should be made to other aspects of human experience.
- Consideration of how religious rituals could help believers in a secular age to preserve their faith (e.g. daily prayer, collective worship, initiation rites, sacraments, festivals, giving, fasting).
- Consideration of how rituals act as regular reminders throughout the year of key people of faith or founders of the faith.
- Consideration of how rituals act as regular reminders of key events in religious history.
- Consideration of how rituals act as reminders of key religious beliefs.
- Consideration of the significance of the religious community in preserving faith in a secular age.
- Consideration of how festivals draw believers to places of worship so that it becomes a community experience and as such may encourage faith.
- Consideration of how believing families may have rituals which are carried out in the home, which encourages faith in the family members and passes it on to the next generation.
- Consideration of how religious rituals may seem politically incorrect in a pluralistic or secular society.
- Consideration of how religious rituals could become hypocritical in their observance.
- Consideration of how there may be other things which are more significant in preserving faith in a secular age such as sacred texts, weekly collective worship, friends or family who share your faith, daily rituals or devotions, support via technology/social media/podcasts.
- Consideration of the significance of the strength of a person's commitment.
- Consideration of how not all religious believers have the freedom to carry out rituals; it is their own individual faith/relationship with God that preserves their faith in a secular age.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

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AVAILABLE  
MARKS

- 4 (a) Explain the importance of Salat, including Salat-ul-Jumu'ah (Friday prayers), in Islamic worship.

AVAILABLE  
MARKS

Answers may include:

- Consideration of the importance of Salat.
- Consideration of the importance of Salat-ul-Jumu'ah.
- Salat is one of the Five Pillars of Islam and therefore is a religious duty.
- Consideration of the Islamic view of the afterlife and how obedience leads to Paradise.
- Consideration of the symbolic and personal significance of performing wudu before prayer, symbolic cleansing before coming into the presence of Allah.
- Consideration of the impact on an individual's faith, of thinking of Allah and praying to him five times per day.
- Consideration of the impact on someone's outlook and moral behaviour when Allah is kept at the forefront of your mind through Salat.
- Consideration of family involvement in Salat in the home.
- Consideration of the importance of Salat-ul Jumu'ah in the mosque for the individual Muslim.
- Consideration of the significance of Salat-ul-Jumu'ah to create a sense of ummah (community) and collective prayer and faith.
- Consideration of how the significance of Salat-ul-Jumu'ah could be enhanced by the design of the mosque, e.g. fountain for wudu, the bare floor and carpets which enable collective Salat and Du'a, the mihrab which indicates the direction of Mecca.
- Consideration of the significance of Salat-ul-Jumu'ah when the Qur'an is recited and the rakah is performed in unison.
- Consideration of the significance of the two sermons which are part of Salat-ul-Jumu'ah, a time for learning and development of the faith.
- Consideration of how the significance of Salat-ul-Jumu'ah could be different for women who are separated from the men, either behind the men or in a separate place.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** With reference to other aspects of human experience, comment on the view that unquestioning belief in sacred texts is often dangerous. Justify your answer.

Answers may include:

- Reference should be made to other aspects of human experience.
- Consideration of the importance of questioning in order to interpret and understand a sacred text.
- Consideration of the importance of questioning in order to apply sacred texts to new circumstances.
- Consideration of the need to question the context in which a sacred text first emerged.
- Consideration of the need to question because it is important to understand the process of formulation and the redaction of a sacred text.
- Consideration of possible dangers such as an overly literal interpretation and application of a text as is often the case in fundamentalism.
- Consideration of the danger of intolerance of other interpretations or applications of the sacred text, within that faith community.
- Consideration of the danger of intolerance or exclusion of individuals or religious communities who are of another faith or no faith.
- Consideration of the potential dangers of religious fundamentalism, division, violence, conflict with possible exemplification.
- Consideration of how unquestioning obedience to a sacred text may lead to an understanding of the nature of God and personal faith.
- Consideration of how unquestioning obedience to a sacred text may lead to serving the community, social justice campaigns.
- Consideration of how unquestioning obedience to a sacred text has helped people to act as missionaries, evangelists, or join religious orders with positive outcomes.
- Consideration of how unquestioning obedience to sacred texts encourages moral living.
- Consideration of places in the world where it could be very dangerous to possess a sacred text.
- Consideration of places in the world where it could be very dangerous to question the authority of a sacred text, being accused of heresy, being punished or excluded.

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**