

New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2018**

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## **Religious Studies**

Paper 8

Islam

**[GRE81]**

**FRIDAY 15 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for Religious Studies.

#### **Candidates must:**

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

### ***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 16-year-old which is the age at which the majority of candidates sit their GCSE 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 16-year-old GCSE 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.

### ***Types of mark schemes***

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.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of 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.

AO1 (5 mark responses):

**Level 1:** The candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

**Level 2:** The candidate presents a clear knowledge and understanding with some development.

**Level 3:** The candidate presents a detailed answer showing very good development.

AO2 (5 mark responses):

**Level 1:** The candidate presents opinion supported by one simple reason.

**Level 2:** The candidate presents opinion supported by two simple reasons or one developed reason.

**Level 3:** The candidate presents a well-argued response with evidence of informed insights.

### **Quality of written communication**

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These 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 which is provided on the next page:

AO2 (10 mark responses):

**Level 1 (Basic):** The candidate presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

**Level 2 (Limited):** The candidate presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

**Level 3 (Good):** A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

**Level 4 (Very good):** Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

**Level 5 (Excellent):** The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

**Section A**

Answer **all** questions.

**AVAILABLE  
MARKS**

**1 Muhammad**

**(a) (i) In which city was Muhammad born?**

Mecca  
(AO1)

[1]

**(ii) Name Muhammad's first wife.**

Kadijah/Khadijah  
Accept valid alternatives  
(AO1)

[1]

**(iii) What name is given to the cave in which Muhammad received his first revelation from God?**

Hira  
(AO1)

[1]

**(iv) What age was Muhammad when he was called to be a prophet of God?**

40  
(AO1)

[1]

**(v) What event in Muhammad's life marks the beginning of the Muslim calendar?**

Hijra  
(AO1)

[1]

(b) Explain some of the ways in which Muhammad was a good leader.

**Target: Knowledge and understanding of the leadership qualities of Muhammad.**

**AVAILABLE  
MARKS**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>• One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>• Two relevant and accurate points.</li> <li>• Two or more relevant and accurate points with one developed.</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with development.</li> <li>• Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Reference to his religious leadership, e.g. faithfulness to Allah.
- Reference to his community leadership, e.g. the flight to Medina.
- Reference to his qualities as a statesman e.g. made peace with the inhabitants of Mecca and forgave his enemies.
- Reference to his military leadership, e.g. Battle of the Trench.

Accept valid alternatives  
(AO1)

[5]

(c) “It is more difficult to be a religious leader today than it was in the past.”

Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the concept of religious leadership in historical perspective and today.**

AVAILABLE  
MARKS

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information in a simple form.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- Many more issues to deal with today than in the past.
- People have become much more cynical about the claims of religious leaders.
- The process of secularisation and loss of belief in God.
- Everything one does is now made public through social media.
- There are so many people claiming to speak for different religions.
- More persecution of religions in ancient times.

On the other hand:

- Human nature has not changed; it was always challenging to be a religious leader.
- The religious message remains the same as it was.
- God gives strength to those who are religious leaders.
- Increasing persecution of religion in the modern world.

Accept valid alternatives

(AO2)

[5]

15

## 2 Ramadan

AVAILABLE  
MARKS

(a) (i) How long does the fast of Ramadan last?

28 days/1 month  
(AO1)

[1]

(ii) With which event in the life of Muhammad is Ramadan associated?

The first revelations/giving of the Qur'an  
(AO1)

[1]

(iii) Name two things that a Muslim is forbidden to do during daylight in Ramadan.

Any **two** from:

- Eat
- Drink
- Sex

(AO1)

[2]

(iv) Which festival is celebrated at the end of Ramadan?

Eid al-Fitr  
(AO1)

[1]

**(b) Do you think it is important for Muslims to celebrate religious festivals?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of the importance of religious festivals.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	• The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	• Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	• Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.	4–5

Answers may include:

- Within Islam it is required by the Qur'an.
- Shows obedience to God.
- Brings a sense of community.
- Reminds one of the importance of religion and religious practice.
- Non-religious people can join in festivals.
- If one does not believe in God, festivals lose their importance.

Accept valid alternatives  
(AO2)

[5]

(c) “You can be a good Muslim without fasting during Ramadan.”  
Do you agree or disagree? Give reasons for your answer.

AVAILABLE  
MARKS

Target: Evaluation of the characteristics/qualities of a ‘good Muslim’.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- Fasting is one of the Five Pillars of Islam
- It is a requirement that all observe Ramadan.
- Muslims should want to obey God.
- Indicates that one belongs to the Muslim community.
- Fasting contributes to good deeds and helps one to resist evil and temptation.

On the other hand:

- Provision is made for certain groups not to have to fast, e.g. the young, if you are ill.
- There are other religious duties that are more important.
- It is more important to follow the moral teachings of the Qur’an.
- Difficult to fast in certain places and when pursuing certain occupations.

Accept valid alternatives

(AO2)

[5]

15

### 3 The Mosque

(a) Describe the main features of a mosque.

**Target: Knowledge of the features of a mosque.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Description of fountain or washing room.
- Description of Minaret.
- Description of Prayer Hall.
- Description of Minbar.
- Qiblah wall in direction of Mecca.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

**(b) What part does the mosque play in the life of Muslims?**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the role of the mosque in Muslim life.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"><li>• One relevant and accurate point.</li></ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"><li>• Two relevant and accurate points.</li><li>• Two or more relevant and accurate points with one developed.</li><li>• A single point that is exceptionally well-developed may reach this level.</li></ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"><li>• Two or three relevant and accurate points with development.</li><li>• Level 3 answers will be well-structured with good development.</li></ul>	4–5

Answers may include:

- As a centre for prayer.
- Attendance for worship on Fridays.
- Mosques provide education and classes for Muslim children and adults.
- Mosques can act as law courts for the Muslim community.
- Births and marriages are celebrated at the mosque.

Accept valid alternatives  
(AO1)

[5]

(c) “Too much money is spent on religious buildings in Islam.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

Target: Analysis and evaluation of the value of religious buildings.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- Money would be better spent on people rather than buildings.
- You can worship and pray anywhere.
- Emphasis needs to be placed on service to the community not buildings.

On the other hand:

- The religious community has to maintain its buildings.
- Money is also spent on other good causes.
- Religious communities need places to meet.
- Religious groups are happy to donate their money.

Accept valid alternatives  
(AO2)

[5]

15

**4 The Pillar of Prayer**

**AVAILABLE  
MARKS**

**(a) Describe what Muslims believe about prayer.**

**Target: Knowledge of the key elements of Muslim prayer.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>• One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>• Two relevant and accurate points.</li> <li>• Two or more relevant and accurate points with one developed.</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with development.</li> <li>• Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Pray five times each day after the tradition of Muhammad.
- Prayer is one of the Five Pillars of Islam.
- Prayer brings one closer to God.
- Reference to ritual washing and the need to be ritually clean.
- Prayer to be made facing Mecca.
- Account of the importance of Friday worship in the mosque.
- The role of the Iman in prayer.
- Description of the rakats.

Accept valid alternatives  
(AO1)

[5]

(b) Do you think the Pillar of Prayer is the most important of the Five Pillars of Islam? Give reasons for your answer.

AVAILABLE  
MARKS

Target: Analysis of the significance of prayer for Muslims.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	• The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	• Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	• Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.	4–5

Answers may include:

- The Pillar of Prayer is central to the practice of Islam.
- Prayer is a daily activity unlike some other pillars.
- Muhammad set the example of prayer.
- Discussion of the primacy of other pillars.
- A good case can be made for the primacy of the “Confession.”

Accept valid alternatives  
(AO2)

[5]

- (c) **“Muslims should get time off work to say their prayers.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of the how minority religions are accommodated in society, with a specific focus on the subject of prayer.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Duties to God are the most important thing in life.
- Adherents of other religions do not face the same problems.
- Individuals have a right to worship.
- It is unfair that the Christian religion is privileged with regard to festivals.

On the other hand:

- No exceptions should be made for any religion.
- Prayers can be said at any time.
- Everyone could claim for time off work for some reason.
- The time can be made up later.

Accept valid alternatives  
(AO2)

[5]

15

**Section B**

Candidates must answer **two** questions from this section.

**AVAILABLE  
MARKS**

**5 God**

**(a) Describe what Muslims believe about God.**

**Target: Knowledge of what Muslims believe about God.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>• One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>• Two relevant and accurate points.</li> <li>• Two or more relevant and accurate points with one developed.</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with development.</li> <li>• Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Reference to the Confession of Faith: “There is no God but Allah, and Muhammad is his prophet.”
- Reference to the 99 Beautiful Names of God.
- God is all-wise, all good and all-powerful.
- God is sovereign over all things and he directs the steps of every person.
- God is revealed in the Qur’an.
- God reveals himself through prophets of which Muhammad is the greatest.
- God judges men and women for their actions.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain how belief in God is shown in the daily lives of Muslims.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the practical implications of belief in God for Muslims.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"><li>• One relevant and accurate point.</li></ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"><li>• Two relevant and accurate points.</li><li>• Two or more relevant and accurate points with one developed.</li><li>• A single point that is exceptionally well-developed may reach this level.</li></ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"><li>• Two or three relevant and accurate points with development.</li><li>• Level 3 answers will be well-structured with good development.</li></ul>	4–5

Answers may include:

- Discuss the importance of modest dress, e.g. hijab.
- Reference to the importance of prayer.
- Obedience to the food laws, e.g. Halal meat.
- Abstention from alcohol.
- Commitment to truth and honesty.

Accept valid alternatives  
(AO1)

[5]

- (c) **“If everyone believed in God it would be a better world.”**  
**Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Islam in your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis and evaluation of the value of belief in God.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- A belief in God would encourage people to behave more morally.
- A belief in one God would end religious conflict.
- There would be no disagreement about religion.
- Belief in God would promote peace and forgiveness.
- Muslims believe that God’s rule would bring justice for all.

On the other hand:

- It is unrealistic to think that people would agree to believe in God.
- People have the right to disagree about the existence of God.
- Belief in God has no influence on how people behave.
- Belief in God creates religious conflict with non-believers.

Accept valid alternatives  
(AO2)

[10]

20

## 6 Marriage and Divorce

(a) Describe a Muslim marriage ceremony.

**Target: Knowledge of Muslim marriage ceremony.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- A Muslim marriage ceremony (called Al Nikah) begins with an address of a marriage sermon (khutba-tun-nikah) by the officiator, who can be any worthy Muslim.
- The sermon invites the bride and groom, as well as their guests, to a life of piety, mutual love, kindness and social responsibility.
- Begins with praise to Allah, his help and guidance is sought.
- This is followed by the Muslim confession of faith that “There is none worthy of worship except Allah, and Muhammad is His servant and messenger” is declared.
- Qur’anic verses (Qur’an 4:1, 3:102, 33:70–71) and one prophetic saying (hadith) forms the main text of the marriage.
- The officiator concludes the ceremony with prayer for the bride, groom and their respective families, the local Muslim community and the Muslim community at large (Ummah).

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain the process of getting a divorce in Islam.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the concept of divorce in Islam.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"><li>• One relevant and accurate point.</li></ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"><li>• Two relevant and accurate points.</li><li>• Two or more relevant and accurate points with one developed.</li><li>• A single point that is exceptionally well-developed may reach this level.</li></ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"><li>• Two or three relevant and accurate points with development.</li><li>• Level 3 answers will be well-structured with good development.</li></ul>	4–5

Answers may include:

- The Qur'an provides general guidelines for the process of divorce with emphasis on both parties upholding the values of justice and kindness in formalising the end to their marriage (see Quran 2: 224-237).
- Both the man and woman are guaranteed the right to divorce as established in the Quran, but the difference lies in the procedure for each one.
- When a divorce is initiated by the man, it is known as Talaq.
- A pronouncement of divorce, "I divorce you", by the husband may be verbal or written, but once made, there is to be a waiting period of three months ('Iddah) during which there can be no sexual relations, even though the two are living under the same roof.
- If the wife is pregnant, the waiting period is lengthened until she delivers the baby.
- At any point during this time, the husband and wife are free to resume their conjugal relationship; thereby ending the divorce process.
- During this waiting period, the husband remains financially responsible for the support of his wife.
- The divorce initiated by the wife is known as Khul' (if the husband is not at fault) and requires that the wife returns her dowry to end the marriage because she is the 'contract-breaker'.

Accept valid alternatives  
(AO1)

[5]

(c) “Arranged marriages by family are more successful than marriages based on love.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Islam in your answer.

Target: Analysis and evaluation of the practice of arranged marriages.

AVAILABLE  
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- Divorce statistics show that arranged marriages are more successful than marriages based on love.
- Your family knows you best and is therefore best qualified to choose a marriage partner.
- Romantic love is short-lived and something more secure is needed.
- In arranged marriages there is a guarantee of wider family support.

On the other hand:

- People have the right to choose their own marriage partner.
- A marriage not based on love leads to unhappiness.
- Staying together is not the best criterion of success.
- Arranged marriages only appear to be more successful because women in many cases are economically dependent on their husbands and cannot leave.

Accept valid alternatives  
(AO2)

[10]

20

## 7 Contemporary issues

(a) Describe the contribution of women to the religion of Islam.

**Target: Knowledge of the contribution of women to Islam.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"><li>• One relevant and accurate point.</li></ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"><li>• Two relevant and accurate points.</li><li>• Two or more relevant and accurate points with one developed.</li><li>• A single point that is exceptionally well-developed may reach this level.</li></ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"><li>• Two or three relevant and accurate points with development.</li><li>• Level 3 answers will be well-structured with good development.</li></ul>	4–5

Answers may include:

- The role and importance of the Prophet's wife, Khadija.
- Religion is passed on in the home by women.
- Women are faithful to the teachings of the Prophet.
- Women have the responsibility of bringing up children.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain some of the positive features of Islam that might attract someone to becoming a Muslim.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the attraction of Islam to non-Muslims.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>• One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>• Two relevant and accurate points.</li> <li>• Two or more relevant and accurate points with one developed.</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with development.</li> <li>• Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Belief in one God as the creator of all.
- Standards of dress and moral behaviour.
- A system of law to regulate all of life.
- Opposition to alcohol, drugs and pre-marital sex.
- Women are honoured and protected.
- A strong sense of community and support from it.

Accept valid alternatives

(AO1)

[5]

- (c) **“Wearing the hijab is not appropriate in modern societies.”**  
**Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Islam in your answer.**

**Target: Analysis and evaluation of wearing the Hajib.**

**AVAILABLE  
MARKS**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

Answers may include:

- Reference to the Hijab: it is a veil traditionally worn by some Muslim women in the presence of adult males outside of their immediate family.
- It usually covers the head and chest.
- You have a right to dress as you want.
- It protects women from the unwanted interest of certain men.
- It is a symbol of modesty.
- It is an indication that a woman is married.
- It frees women from the commercialisation or commodification of capitalism.

On the other hand:

- It is an ancient custom that has no place in the modern world.
- It is a symbol of the subservience of women to men/husbands.
- It is inappropriate in certain occupations.
- We reveal ourselves and our personality through our facial expressions.
- We restrict communication with others.

Accept valid alternatives  
(AO2)

[10]

**Total**

**AVAILABLE MARKS**

20

**100**