



Rewarding Learning

**General Certificate of Secondary Education
2019**

Religious Studies

Paper 8

Islam

[GRE81]

WEDNESDAY 12 JUNE, AFTERNOON

**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 Muslim Belief and Practice

(a) (i) How many Pillars of Islam are there?

5
(AO1)

[1]

(ii) Toward which city do Muslims face when they pray?

Mecca
(AO1)

[1]

(iii) How many times a day should a Muslim pray?

5
(AO1)

[1]

(iv) There is no God but (1) _____ and (2) _____ is the messenger of God.

1. God/Allah
 2. Muhammad
- (AO1)

[2]

(b) Explain what Muslims believe about the Qur'an.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of what Muslims believe about the Qur'an.

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">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- The Qur'an is the Word of God.
- The Qur'an is inerrant and infallible, an eternal copy of which is in heaven.
- An account of the origins of the Qur'an, with a possible focus on the original call of Muhammad to be a prophet and receive God's word.
- An explanation of the process of bringing the revelations to Muhammad together in the Qur'an.

Accept valid alternatives
(AO1)

[5]

- (c) “Religious belief is no longer relevant to young people.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the concept of the contemporary relevance of religious belief to young people.

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"> The candidate presents some relevant information in a simple form. 	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. 	4–5

Answers may include:

- Many young people no longer believe in God.
- The influence of science: we only believe in what we can see.
- Sacred texts that were written long ago do not consider contemporary issues.
- Religions are old-fashioned and are inherently ideological.
- Scandals have undermined the moral authority of religious leaders.

On the other hand:

- Many young people continue to be religious.
- Human nature does not change and religion still addresses peoples’ religious needs.
- Religion remains relevant but young people choose to disobey religious teaching.
- History shows that commitment to religion rises and falls

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 The Rightly Guided Caliphs

AVAILABLE
MARKS

(a) (i) How many “rightly guided” Caliphs were there?

4
(AO1)

[1]

(ii) Who succeeded Muhammad as the leader of the Muslim community?

Abu Bakr
(AO1)

[1]

(iii) Name two of the Caliphs who suffered violent deaths and were assassinated.

1. and 2. Umar, Uthman and Ali (in any order)
(AO1)

[2]

(iv) Who was the last of the “rightly guided” Caliphs?

Ali
(AO1)

[1]

(b) What do you think are the most important characteristics of a good religious leader? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Analysis of the characteristics of good religious leaders.

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"> The candidate presents some relevant information. 	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. 	4–5

Answers may include:

- Faithfulness to the tradition and to earlier beliefs and values.
- Attractive personality that is able to relate to people.
- Moral uprightness: someone who practises what he or she teaches.
- Compassion and love for people.
- Decision maker who can relate faith to contemporary issues.

Accept valid alternatives
(AO2)

[5]

- (c) **“Muslim leaders should be more involved in politics.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the relationship of religious leaders to politics.

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"> The candidate presents some relevant information. 	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. 	4–5

Answers may include:

- Religions and religious leaders need to address contemporary issues that are political, e.g. gay marriage, homosexuality, prejudice against religious people in the workplace.
- Religious leaders need to speak out to protect the rights of religious people in society.
- Religion is concerned with all of life, Islam is a good example, for it is a political system as well as a religion in the Western sense.
- With the growth of the “reach” of the modern nation state, all aspects of life are political and religious leaders must respond.

On the other hand:

- Religion is about God and spirituality and not material things.
- The teachings of ancient scriptures are irrelevant to political issues.
- Religions can bring people together whereas politics divides people.
- Politics is always party politics and God does not support any political party.

Accept valid alternatives
(AO2)

[5]

15

3 Eid-ul-Fitr

**AVAILABLE
MARKS**

(a) Describe the preparations and celebration of Eid-ul-Fitr.

Target: Knowledge of the festival of Eid-ul-Fitr.

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"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Food is prepared and decorations are hung.
- Cards, gifts and sweets exchanged.
- Money collected for the poor.
- Fast is broken with a drink or dates or a special food.
- No work or school.
- Bath, new or best clothes worn.
- Special gatherings in mosques and parks to celebrate the end of Ramadan.
- Special extended family meal.

Accept valid alternatives
(AO1)

[5]

(b) Explain the religious significance of Eid-ul-Fitr.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Eid-ul-Fitr.

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">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Eid-ul-Fitr signifies the successful completion of the fast of Ramadan.
- Commitment and dedication to God by Muslims are celebrated by the community.
- The festival indicates the beginning of a new life of commitment to God.
- The festival reminds Muslims of God's mercy and goodness and that obedience to him is rewarded.

Accept valid alternatives
(AO1)

[5]

(c) “Followers of every religion ought to be granted time off work to celebrate religious festivals.”

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

Target: Evaluation of the propriety of granting time off work to celebrate religious festivals.

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"> The candidate presents some relevant information. 	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. 	4–5

Answers may include:

- It is only fair that all religious followers are treated the same way.
- All religious followers regard their festivals as important.
- A fair policy for all would improve community relations and make followers of all religions feel valued in society.

On the other hand:

- There should be no special privileges for religious people in society.
- Non-religious people would be disadvantaged.
- Different groups off work at different times and days would be disruptive.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

4 Sunni Islam

**AVAILABLE
MARKS**

(a) Describe some of the characteristics of Sunni Islam.

Target: Knowledge of the characteristics of Sunni 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"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Sunni Islam believes that the first four caliphs – Mohammad’s successors – rightfully took his place as the leaders of the Muslim community.
- Reference to the Five Pillars of Islam.
- Reference to Sunni beliefs; prophets; angels; Day of Judgement.
- The importance of the Qur’an and Sharia.
- Sunni Muslims make up the majority (85%) of Muslims all over the world.

Accept valid alternatives
(AO1)

[5]

(b) Do you think that the role of religion in causing conflict is exaggerated? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Analysis of the role of religion in causing conflict.

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"> The candidate presents some relevant information. 	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. 	4–5

Answers may include:

- Religions pursue peace and reconciliation.
- Religion is one cause of conflict but there are many others.
- Nation states initiate war, not religious communities.

On the other hand:

- Countries and individuals use religion to pursue their quest for power and influence.
- There are lots of examples of religious conflicts, e.g. the wars of religion in the 16th and 17th centuries.
- In Islam the division between Sunni and Shi'a was religious, as it was over who should lead the community.
- Reference to the issue of ethnic and religious cleansing.

Accept valid alternatives

(AO2)

[5]

(c) “Islam should have one religious leader who speaks for all Muslims.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the advantages of a single individual speaking for the community.

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.	4–5

Answers may include:

- One leader would provide a focus for the religious community.
- There would not be any confusion over what Muslims believe.
- One person would represent the voice of Islam to others.
- It would put an end to divisions and conflict between Muslims.

On the other hand:

- People are entitled to read and interpret the Qur’an for themselves.
- It is unrealistic to expect all Muslims to agree.
- A single religious leader might take attention away from Allah or Muhammad.
- Every religion has divisions within it.

Accept valid alternatives
(AO2)

[5]

15

Section B

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

AVAILABLE
MARKS

5 Sufi Islam

(a) Describe the central beliefs of Sufism.

Target: Knowledge of the of the beliefs of Sufi 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"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Islamic mystics are called Sufis and their way of life is Sufism (also spelled Sufiism).
- These terms evolved in Western languages in the early 19th century and derive from the Arabic term for a mystic, *sufi*, which in turn derives from *suf*, “wool.” This likely refers to the woollen garment of early Islamic ascetics.
- Sufis share most beliefs with other Muslims.
- The core principles of Sufism are *tawakkul* (absolute trust in God) and *tawhid* (the truth that there is no deity but God).
- Some interpret Tawhid to mean that nothing truly exists but God or that nature and God are but two aspects of the same reality.
- The love of God for man and the love of man for God are central to Sufism.
- Sufis stress the need for direct experience of God.
- Sufis are organised into religious orders.

Accept valid alternatives

(AO1)

[5]

(b) Explain how the practices of Sufism aim to help Muslims to feel closer to God.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the spiritual basis of Sufism.

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"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Sufis can be described as devout Muslims, as they practice the Five Pillars: praying five times a day, give to charity, fasting, etc.
- They are distinctive in nurturing the spiritual dimension and efforts to achieve direct experience of God.
- Sufis invoke Allah’s divine names, verses from the Qur’an, or sayings of the Prophet in order to glorify Allah.
- Sufis teach that you need a master to teach you the ways of God.
- Some may refer to the Whirling Dervishes.
- Some may refer to the use of music.
- Descriptions of the religious path leading to union with God.

Accept valid alternatives
(AO1)

[5]

- (c) **“Religious experience is the most important part of religion.”**
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 role of experience in religion.

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

AVAILABLE
MARKS

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:

- Religious experience is central to Sufism.
- Reference to Sufi mystics, e.g. Rumi.
- Practice and experience is more important as you can believe things mentally but not act on the basis of them.
- Head knowledge is different from experiential knowledge.
- Religious experience alone brings religious knowledge.

On the other hand:

- Religious experience may not make you a better person.
- You cannot have religious experience without belief.
- Religious experiences do not last, whereas belief continues.
- Religions all begin with the religious experience of individuals, e.g. Muhammad.

Accept valid alternatives (AO2)

[10]

20

6 Death and the After-life

(a) Describe Muslim death and mourning rites.

Target: Knowledge of Muslim funeral and mourning rites.

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"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- When a Muslim is dying, they try to say the last words of the prophet of Allah, Muhammad: “Allah, help me through the hardship and agony of death.”
- Other people will say: “To Allah we belong and to Allah we return.”
- Muslims try to bury the deceased as fast as possible and certainly within three days.
- The deceased’s body is washed and wrapped in a white cloth.
- Muslims prefer not to use a coffin but in some countries, such as the United Kingdom, this is not allowed.
- Bodies are buried facing Makkah.
- While people are standing by the grave the first Surah chapter of the Qur’an is read.
- Graves are raised above ground level so that the place of burial is clearly marked, and so that people do not walk on them by accident.
- Under Islamic funeral customs, the mourning period officially lasts for 40 days. During that time, family members wear only black clothing.
- For one full year, the wife of the deceased continues to wear black.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain what Muslims believe about life after death and judgement.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Muslim belief about life after death and judgement.

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">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Muslims (followers of Islam) believe that on a day decided by Allah, and known only to Allah, life on earth will come to an end and Allah will destroy everything.
- On this day all the people who have ever lived will be raised from the dead and will face judgement by Allah.
- Muslims believe that they will remain in their graves until this day. This day is called by several names: the Day of Resurrection (yawm al-Qiyamah); the Day of Judgement (yawm ad-din) the Last Hour (as-sa'a).
- If the good deeds outweigh the bad, the person will go to paradise (Jannah), a place of joy and bliss.
- If the bad things outweigh the good, then the person will be punished in hell.
- When Allah is making a judgement, even a person's intentions are taken into account.

Accept valid alternatives
(AO1)

[5]

(c) “This life is a preparation for life after death.”

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 concept of life after death.

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:

- Islam teaches that our destiny depends on our beliefs and actions in this life.
- In this life we learn spiritually and this prepares us for the after-life.
- In this life we learn positive values that prepare us for the after-life.
- All religions teach that we survive death, as do most cultures historically.
- Justice demands that happiness is proportioned to virtue, hence an after-life. (Kant).

On the other hand:

- No real evidence for the existence beyond death.
- When we die our bodies rot in the grave.
- Too much suffering and pain in the world to regard life as a preparation for the after-life.
- Life after death is an ancient belief that was used to enforce conservative morality.

Accept valid alternatives
(AO2)

[10]

20

7 Sharia Law

AVAILABLE
MARKS

- (a) Describe some of the ways in which Sharia Law covers all aspects of life.

Target: Knowledge of the concept of Sharia Law and its relevance to life.

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"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- All aspects of a Muslim's life are governed by Sharia Law.
- The Sharia regulates all human actions and puts them into five categories: obligatory, recommended, permitted, disliked or forbidden.
- Obligatory actions must be performed and when performed with good intentions are rewarded. The opposite is forbidden action. Recommended action is that which should be done and the opposite is disliked action. Permitted action is that which is neither encouraged nor discouraged. Most human actions fall in this last category.
- Classical Sharia manuals are often divided into four parts: laws relating to personal acts of worship, laws relating to commercial dealings, laws relating to marriage and divorce, and penal laws.
- There are five different schools of Sharia law. There are four Sunni doctrines: Hanbali, Maliki, Shafi'i and Hanafi, and one Shia doctrine, Shia Jaafari.

Accept valid alternatives
(AO1)

[5]

(b) Explain the relationship of the example of the Prophet Muhammad to Sharia Law.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the relationship of the Qur'an and the example of the Prophet Muhammad to Sharia Law.

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"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- All aspects of a Muslim's life are governed by Sharia.
- Sharia law comes from a combination of sources including the Qur'an (the Muslim holy book), the Hadith (sayings and conduct of the prophet Muhammad) and fatwas (the rulings of Islamic scholars).
- The Prophet's role was expounded in the Qur'an, "We have revealed the Remembrance [Qur'an] to you that you may explain to people that which was revealed for them." (16:44).
- The Prophet's words, actions, and example are to be followed.
- Muhammad stated: "I have left two things with you which if you hold on to, you shall not be misguided: the Book of God and my example."

Accept valid alternatives
(AO1)

[5]

(c) “Muslims should oppose capital punishment.”

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 concept of the death penalty in Islam.

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:

- A range of offences deserve capital punishment under Sharia Law: treason/apostasy (when one leaves the faith and turns against it); terrorism; piracy of any kind; rape; adultery and homosexual activity.
- The use of capital punishment ensures that justice is achieved for certain offences.
- Capital punishment deters people from committing serious offences.
- The rules of religion cannot be changed to accommodate secular ideas and positions.

On the other hand:

- Religious laws need to be updated.
- The laws of Islam were framed in the Middle Ages and are not appropriate now.
- Not all religious people support capital punishment.
- Capital punishment is not an effective deterrent.
- God is merciful and compassionate in Islam.

Accept valid alternatives
(AO2)

[10]

20