



*Rewarding Learning*

**General Certificate of Secondary Education**

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## **Religious Studies**

Paper 8

Islam

**[GRE81]**

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## **Assessment**

**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 teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to students' 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 students' responses***

In marking the question paper, teachers 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 students 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 students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers 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 students 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 students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- **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 student presents something relevant or worthy of credit; elementary knowledge and understanding.

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

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

AO2 (5 mark responses):

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

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

**Level 3:** The student 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 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, teachers should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

**Level 1 (Basic):** The student 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 student 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.

Note: In 10 mark responses, students can only achieve Level 3 or above if they refer to Islam in their answer.

**Section A**

Answer **all** questions.

**AVAILABLE  
MARKS**

**1 Festivals**

**(a) (i) What is the Muslim word for festival?**

Eid  
(AO1)

[1]

**(ii) At the end of which month is Eid-ul-Fitr celebrated?**

Ramadan  
(AO1)

[1]

**(iii) What must be seen before Eid-ul-Fitr is celebrated?**

Full moon  
(AO1)

[1]

**(iv) Name two ways in which the festival of Eid-ul-Fitr is celebrated in the home.**

Any **two** from:  
special food, gifts presented to family members, sumptuous dinner,  
house decorated, cards displayed.  
Accept valid alternatives  
(AO1)

[2]

**(b) Explain why Eid-ul-Fitr is one of the most important festivals for Muslims.**

**AVAILABLE  
MARKS**

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

<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 money given to the poor and to charity.
- Reference to rejoicing at the end of the fast.
- Reference to people making a new beginning.
- Reference to the importance of forgiveness and love.
- Reference to the joy of religious community.

Accept valid alternatives  
(AO1)

[5]

(c) “Religious festivals are one of the best ways of introducing Muslim children to their religion.”

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

**Target: Evaluation of the concept of the best ways of introducing Muslim children to their religion.**

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.</li> </ul>	4–5

Answers may include:

- Festivals typically involve colour, pageant and dressing up and these are things that appeal to children.
- Children are inducted into the tradition through ritual and stories.
- Typically presents are given to children to gain their interest and enthusiasm.
- Regular celebrations induct children into the cycle of festivals and events.

On the other hand:

- There are other ways of introducing Muslim children to their religion, such as prayer in the home, etc.
- The meaning of festivals needs to be explained to children.
- Children may just enjoy the attention and presents and fail to appreciate the religious purpose of festivals.
- Children need to learn that religion also involves challenge and effort.

Accept valid alternatives

(AO2)

[5]

AVAILABLE  
MARKS

15

**2 The Role of Prophets in Islam**

**AVAILABLE  
MARKS**

**(a) (i) According to Islam who was the first prophet of God?**

Adam  
(AO1)

[1]

**(ii) According to Islam who is the greatest prophet of God?**

Muhammad  
(AO1)

[1]

**(iii) Which prophet was the father of Ishmael?**

Abraham  
(AO1)

[1]

**(iv) Name two other Muslim prophets.**

Any **two** from:  
David, Elijah, Elisha, Ishmael, Jesus.  
Accept valid alternatives  
(AO1)

[2]

**(b) Do you think that God still speaks through prophets today?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of whether God still speaks through prophets today.**

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:

- God is always able to communicate his message through chosen individuals.
- There is a need for people still to hear God's communication to them.
- Prophets from God make his message relevant to people today.
- Muhammad was the last of the prophets of God.
- The message of the prophets is given in sacred literature.

On the other hand:

- Arguments that there is no evidence of any prophets today.
- Many people no longer believe in God and reject the idea of God speaking to people through prophets.
- Many people believe that God can speak directly to them through prayer and there is no need for prophets today.

Accept valid alternatives  
(AO2)

[5]

(c) “The only prophet that really matters in Islam is Muhammad.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

Target: Evaluation of the centrality of Muhammad as prophet in Islam.

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.</li> </ul>	4–5

Answers may include:

- Muhammad was the seal of the prophets.
- It is Muhammad who provides the perfect example of how Muslims should live and behave.
- Muhammad received the final revelation from God, after which there is no other.
- Muhammad was the founder of the Muslim community.

On the other hand:

- There are many other prophets mentioned in the Qur’an.
- Earlier prophets preached the same message.
- All the prophets are honoured by Muslims.
- Some of the festivals celebrate the lives and actions of prophets other than Muhammad.

Accept valid alternatives  
(AO2)

[5]

15

### 3 Sacred Writings

(a) Describe how the Qur'an was revealed to Muhammad.

**Target: Knowledge of how the Qur'an was revealed to Muhammad.**

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:

- God's revelation of the Qur'an through the Angel Gabriel.
- Reference to the call of Muhammad on Mount Hira.
- Muhammad passed on the words he heard from God; these words were written down and later used to compile the Qur'an.
- Often he entered a trance-like state, showing the divine nature of the revelation.
- The whole process took over twenty years, with numerous visitations to the prophet Muhammad by the Angel Gabriel.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain the difference between the Qur'an and Sharia law.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the differences between the Qur'an and Sharia law.**

<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 contains the actual words of God, therefore it is infallible.
- God directly revealed the Qur'an.
- The Qur'an was revealed to Muhammad.
- Sharia is the code of behaviour to be followed by a Muslim.
- Sharia draws on the Qur'an, the Hadith and local laws.
- Sharia applies the insights of the Qur'an to new situations.
- There are different schools of law.

Accept valid alternatives

(AO1)

[5]

- (c) “To be a good Muslim you must believe all that the Qur’an teaches.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

Target: Evaluation of the teaching contained in the Qur’an.

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.</li> </ul>	4–5

Answers may include:

- The Qur’an is the infallible and inerrant word of God as revealed to Muhammad.
- The Qur’an contains all the teaching that God wants to impart to humans.
- The content of the Qur’an was imparted supernaturally to Muhammad by the Angel Gabriel.
- The Qur’an is meant to be obeyed and accepted in its entirety.

On the other hand:

- The Qur’an develops beliefs in relation to different circumstances and contexts.
- Some beliefs are more important than others.
- Earlier texts are superseded by later teachings.
- Every religious text has challenges of interpretation.

Accept valid alternatives  
(AO2)

[5]

15

**4 Beliefs and Practices**

**(a) Describe the role of the Imam.**

**Target: Knowledge of the role of the Imam.**

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 primary responsibility of an Imam is to lead Islamic worship services.
- The word “Imam” itself means “to stand in front of” in Arabic, referring to placement of the Imam in front of the worshippers during prayer.
- For each of the five daily prayers, the Imam is present at the mosque to lead the prayers.
- Imams may serve as community leaders and provide religious guidance.

Accept valid alternatives  
(AO1)

[5]

**AVAILABLE  
MARKS**

**(b) Do you think that prayer and worship in the home is the most important part of the practice of Islam? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of the significance of prayer and worship in the home.**

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.</li> </ul>	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.
- People can pray anywhere and it is important to pray and worship at home to set a good example for children.

On the other hand:

- Other pillars are equally important. For example, fasting (sawm) is an important pillar to help Muslims become more compassionate for those in need.
- Community participation is central to Islam so attending the Mosque is an important part of Islam.
- Zakat is the most important part of Islam as it benefits the poor and needy in the community.

Accept valid alternatives  
(AO2)

[5]

- (c) “The central message of Islam is to promote peace.”  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the promotion of peace as the central message of Islam.**

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:

- The practice of Islam brings peace with God.
- “Salam” (which means “peace”) is the root word of “Islam”.
- If Islam is followed there will be peace in society.
- In spreading Islam one is working to spread peace.

On the other hand:

- There are violent outbursts in Islamic history.
- Reference to the concept of jihad, as imposing Islam on others.
- The example of Islamic state may lead some people to disagree with the statement.
- Peace will come only at the end of history when Allah establishes his rule.

Accept valid alternatives  
(AO2)

[5]

15

AVAILABLE  
MARKS

## Section B

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

### 5 Beliefs and Practices

(a) Describe the normal Friday act of worship in the mosque.

**Target: Knowledge of Friday worship in the 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:

- The muezzin calls the people to prayer, sometimes from a minaret.
- Salah is led by the Imam, a man chosen for his knowledge of the Qur'an.
- The Imam leads the people in the rak'ahs.
- At Friday prayers, also called Jumu'ah, he preaches a sermon using words from the Qur'an.
- The Friday prayers are obligatory for men.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain why Muslims do not allow images or statues of God to decorate the mosque or to be used in worship.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the prohibition of images or statues of God in 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 Qur'an provides no specific guidelines for the use of images.
- The hadith – the traditions of the words and deeds of the Prophet Muhammad – do, in contrast, express a clear antipathy towards figurative depictions.
- Some hadiths make it absolutely clear that a person who tries to emulate God's creative force will be judged harshly on the Day of Judgment.
- The purpose of a prohibition against images is to avoid idolatry.
- Muhammad purified the Kaaba of sculptures and idols.
- God alone is to be worshipped.
- Shirk or idolatry is an unforgivable sin.

Accept valid alternatives  
(AO1)

[5]

(c) **“Worship of God is central to human happiness.”**

**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 value of the relationship of worship of God to human happiness.**

**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

AVAILABLE MARKS
20

Answers may include:

- If we worship God we do what is right and this brings fulfilment and happiness.
- Muhammad lived a contented life as a result of his faithfulness to God.
- Worship of God in Islam brings happiness in the after-life where people are rewarded for how they lived in this life.

On the other hand:

- The religious life can be a struggle and doesn't always lead to happiness.
- Faithfulness to God can bring persecution and suffering.
- People find happiness in all kinds of things.
- People equate happiness with immediate pleasure.

Accept valid alternatives  
(AO2)

[10]

## 6 Beliefs and Practices

(a) Describe what happens during Salah in Islam.

**Target: Knowledge of the Pillar of Salah.**

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 followers of Islam gather at a place and face the direction of Mecca.
- It is the prayer conducted in a mosque or at public place or home.
- Muslims must ensure that they are spiritually clean and that their places of prayer are clean.
- An Islamic scholar or Religious scholar or Elderly one in the group leads the prayer. He chants certain verses during the prayer and the followers respond by standing straight, bending the body, touching both knees on the floor, and finally touch the forehead on the floor.
- It is a very important Pillar of Islam and Muslims have to pray five times a day.
- In an Islamic country, the Muezzin calls the faithful to prayer five times daily.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain the benefits of having to practise Salah for Muslims.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the benefits of Salah 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:

- The Salah is the most fundamental practice of Islam, after one's declaration of faith (i.e. Shahadah).
- It is vital to the religion first and foremost because of the fact that it is a commandment of Allah/God (Glorified and Exalted).
- It helps to keep Muslims steadfast, humble, pure (in actions and intentions), God-conscious and to establish a spiritual connection with God.
- The benefits and wisdom behind Salah are numerous and profound, however, the prayer begins with the intention. Before one begins, one must make the intention (within both heart and mind) that their devotion and prayer is purely for God, then is said Allahu Akbar (God is Great) and one recites the first chapter of the Qur'an (i.e. Al Fatiha), followed by any other chapter of one's choice.

Accept valid alternatives  
(AO1)

[5]

(c) “True religion is concerned with what is done for others, not religious practices.”

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 religious behaviour.

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:

- The heart of religion is loving your neighbour. Kindness to others is the most important thing for religious believers.
- Religious practices are distractions from serving others.
- The Pillar of Zakat shows that true religion is concerned with helping others. Muslims are obligated to give alms to benefit the needy.

On the other hand:

- Religious practices train adherents to be obedient to God and to serve others.
- True religion is concerned both with the self and with others.
- Religious practices are commanded by God, e.g. Hajj.

Accept valid alternatives  
(AO2)

[10]

20

**7 Contemporary issues**

**(a) Describe what Muslims mean by haram and halal as they relate to food.**

**Target: Knowledge of the concepts of haram and halal in 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:

- Halal is the thing or any action which is permitted by Allah.
- Haram is the action or a thing which is forbidden by Allah.
- The Qur’an and Sunnah forbid several foods and makes them harām such as: pork, blood, wine (intoxicants), the domestic donkey, and animals not slaughtered in the name of Allah.
- The general principle for Muslims regarding food and drink is that “everything is permitted unless there is textual evidence for its forbiddance.”

Accept valid alternatives  
(AO1)

[5]

**AVAILABLE  
MARKS**

**(b) Explain Muslim attitudes to the paying of interest (usury).**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of Muslim attitudes to the paying of interest (usury).**

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:

- Usury (Riba) is an act of taking advantage of an individual who needs money to meet his/ her basic needs through renting money at a price known as interest.
- The Holy Qur'an and Hadith (Practices of the Prophet) forbid Riba in human relationships.
- Usury is associated with human enslavement and contributes to an unjust society.
- There are different types of usury. The most prevalent is the interest on loans of cash. The other is associated with the exchange of unequal amounts of a given commodity. Both are condemned.

Accept valid alternatives  
(AO1)

[5]

- (c) **“It is difficult to be a Muslim in a non-Muslim society.”**  
**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 being a Muslim in a non-Muslim society.**

**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

AVAILABLE MARKS
20

Answers may include:

- Reference to dietary requirements; possible difficulties with ensuring all food is halal.
- Standards of dress and behaviour.
- Women not encouraged to work outside the home.
- Negative attitudes shown to Muslims.
- There may be difficulties praying at the set times during the day or taking time off work/school for religious festivals.
- Difficulties may arise when observing the fast during Ramadan.

On the other hand:

- There is increasing understanding of the needs of minority religious communities.
- There are dedicated shops and butchers that meet Muslim requirements.
- Many factories and public spaces now have prayer rooms.
- There are laws against religious discrimination and against hate crimes.

Accept valid alternatives  
(AO2)

[10]