



**General Certificate of Secondary Education  
2022**

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**Religious Studies**

Paper 8

Islam

**[GRE81]**

**TUESDAY 21 JUNE, MORNING**

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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.

## **COVID-19 Context**

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

**Section A**

Answer **all** questions.

**AVAILABLE  
MARKS**

**1 Prayer**

**(a) (i) Name *two* things a Muslim should do before praying.**

**Two** from:

Ritual washing/appropriate clothes must be worn/a clean place or use of mat.

(AO1)

[2]

**(ii) How many times a day should a Muslim pray?**

Five

(AO1)

[1]

**(iii) Which direction should Muslims face when praying?**

Face Mecca

(AO1)

[1]

**(iv) On which day of the week must Muslim men attend the Mosque?**

Friday

(AO1)

[1]

**(b) Explain why Niyat (intention) is an important aspect of prayer for Muslims.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of intention as part of daily 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:

- Without the correct intention it is argued that prayer has no value.
- It is important that every aspect of prayer should maintain focus from start to finish.
- Intention reveals a more personal and spiritual aspect of the prayer experience.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) "It is better to pray with others in a mosque than on your own."  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of whether public worship is essential for prayer.**

| 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:

- Prayer is important in that it is an acknowledgement that there is a greater power in the world than humankind.
- Prayer directs Muslims to the good and what is worthwhile.
- Praying with others strengthens a Muslim's faith.

On the other hand:

- God accepts prayers whether corporate or private
- Prayer is an opportunity to receive God's blessing wherever they are.
- The Qur'an teaches that people can pray anywhere.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE  
MARKS

## 2 The Pillar of Fasting

AVAILABLE  
MARKS

(a) (i) During which Islamic month should Muslims fast?

Ramadan  
(AO1)

[1]

(ii) Name *three* groups of people who are excluded from fasting.

**Three** from:

physically or mentally unwell; under twelves; the elderly or women who are pregnant, breast-feeding, menstruating or those travelling.

(AO1)

[3]

(iii) During what time of the day should Muslims fast?

During the hours of daylight/sunrise to sunset.

Fajr to Maghrib

(AO1)

[1]

**(b) Do you think that fasting makes people better human beings?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of the benefits of fasting.**

| <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.                          | <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:

- Fasting offers religious benefits to those who participate.
- Obedience to God.
- Learning self-discipline.
- Becoming spiritually stronger.
- Appreciating God's gifts.
- Sharing the sufferings of the poor and developing sympathy for them.
- Realising the value of charity and generosity.

On the other hand:

- The challenge of fasting in a hot climate.
- The challenge of fasting when people face difficult circumstances, e.g. exams.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

- (c) **“Helping others is more important than following rules.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of the importance of supporting other people.**

| <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.                          | <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 duty of Muslims is to worship and praise the one and only God Allah and to spread his message and serve justice among humans and to fight injustice.
- This involves helping others.
- It is more important to practise religion than simply believe.
- Love of God inspires Muslims to love our neighbour.
- The pillar Zakat directs Muslims to think about and help others.

On the other hand:

- The ultimate goal in life is earning a spot in the eternal afterlife in Paradise so Muslims must follow the rules laid out in the Qur’an.
- Both helping others and following rules are of equal importance.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

15

### 3 Beliefs and Practices

(a) Describe how Muslim men and women prepare for the Hajj.

**Target: Knowledge of the Hajj; Pilgrimage to Mecca**

| 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:

- At least once in a Muslim's life, if possible, a Muslim goes on a sacred pilgrimage to Mecca – the Hajj.
- The Hajjis or pilgrims wear simple white clothes called Ihram. During the Hajj the pilgrims perform acts of worship and they renew their sense of purpose in the world.
- It is a ritual that is designed to promote the bonds of Islamic brotherhood and sisterhood by showing that everyone is equal in the eyes of Allah.
- Physical preparation with an emphasis on health.
- Religious preparation including wearing appropriate clothing and bringing a copy of the Qur'an, a prayer mat and a 7 bead counter
- Practical preparations by seeking advice from someone who has already been on the Hajj.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain some of the rituals performed during the Hajj.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the rituals associated with the Hajj.**

| <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:

- They walk round the Ka'aba seven times.
- They run between two hills (Safa and Marwa) recalling Hagar's search for water.
- They go to Mina and sleep in temporary shelters.
- They climb Mount Arafat.
- They throw pebbles.
- They return to Mecca and have their head shaved.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “The Hajj is the least important Pillar.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

Target: Evaluation of the Hajj pilgrimage to Mecca.

| 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:

- All the Pillars are important.
- Belief in God and reciting the creed is the most important.
- Other Pillars may be discussed as more or less important.
- Hajj is commanded in the Qur’an.
- God expects sacrifices to be made.
- Pilgrimage can act as a public witness and provides a sense of solidarity and community for Muslims.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 The Nature of God

AVAILABLE  
MARKS

(a) Describe what Muslims believe about the nature of God.

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

| 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:

- “There is no God but Allah, and Muhammad is his prophet.”
- God is all-wise, all good and all-powerful as is revealed in the Qur’an.
- God judges men and women for their actions.
- Reference to some of the other 99 names for God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Do you think reading the Qur'an is the best way to get in touch with God?

Give reasons for your answer.

Target: Analysis of the importance of reading the Qur'an.

| 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 Qur'an is the final revelation of God so it is the best way to get in touch with him.
- Allah speaks to Muslims through the Qur'an, it is the word of God.

On the other hand:

- Muslims also need teaching from the Sunnah and Hadith to get in touch with God.
- Prayer and worship are alternative ways of getting in touch with God.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE  
MARKS

(c) **“Belief in God is difficult in the modern world.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of the difficulties regarding belief in God.**

| <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:

- 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 people choose to disobey religious teaching.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

15

## Section B

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

AVAILABLE  
MARKS

### 5 Beliefs and Practices

- (a) Describe the ceremonies that take place in a Muslim family to mark the beginning of a baby's life.

**Target: Knowledge of Muslim birth 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"> <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 Muslim call to prayer or Adhan (“God is great, there is no God but Allah. Muhammad is the messenger of Allah. Come to prayer.”) are the first words a newborn Muslim baby should hear. They are whispered into the right ear of the child by his or her father.
- The baby's first taste should be something sweet, so parents may chew a piece of date and rub the juice along the baby's gums.
- After seven days the baby's head is shaved.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Explain the importance of the festival of id-ul Adha for Muslims.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the importance of the festival of id-ul Adha.**

| <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:

- God appeared in a dream to Ibrahim and told him to sacrifice his son Isma'il. Ibrahim and Isma'il set off to Mina for the sacrifice.
- The festival remembers the prophet Ibrahim's willingness to do what God commanded.
- As they went, the devil attempted to persuade Ibrahim to disobey God and not to sacrifice his beloved son; thus the festival celebrates the faithfulness of Ibrahim.
- Brings the community together and reinforces its bonds.
- Support given to the poor.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Animal sacrifice is no longer necessary.”

Do you agree or disagree? Give reasons for your answer. You should refer to Islam in your answer.

Target: Analysis and evaluation of the practice of animal sacrifice.

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.<br>Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure.<br>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.<br>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.<br>Excellent use of specialist vocabulary. | 9–10 |

Answers may include:

- Animal sacrifice is commanded by God.
- Animals are killed humanely.
- Animals are routinely killed for food, so it cannot be wrong to kill them for religious reasons.

On the other hand:

- Taking life, including animal life, is always wrong.
- The only reason to kill animals is for food.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE MARKS

**6 The Formative History of Islam**

**AVAILABLE  
MARKS**

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

**Target: Knowledge of the Prophet Muhammad.**

| <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:

- Born in Mecca in 570 ACE.
- Muhammad brought the final revelation of God.
- He received the actual words of God that are recorded infallibly in the Qur’an.
- He is the greatest because he acts as a mouthpiece for God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Explain why Muhammad faced opposition in Mecca.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of how Muhammad faced opposition.**

| <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:

- He condemned idol worship.
- He called for higher moral standards.
- He spoke of judgement and punishment.
- His claim that all were equal in Allah’s eyes went against the views of the class-ridden Meccan people.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Muhammad is the perfect example of a good religious leader.”**  
**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 qualities of Muhammad and of a good religious leader.**

**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 |
|-----------------|
|                 |

Answers may include:

- Provides an example for Muslims, as he was obedient in all respects.
- He was faithful to his commitments and calling.
- He was a good leader, who led by example.

On the other hand:

- Muhammad was a military leader and not all will agree with his military actions.
- The question of how reliable the historical sources are for the life of Muhammad.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**7 Contemporary issues**

**AVAILABLE  
MARKS**

**(a) Describe Muslim attitudes to the role and status of women.**

**Target: Knowledge of Muslim attitudes to the role and status of women.**

| <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:

- In Islam, men and women are moral equals in God's sight.
- Men and women are expected to fulfil the same duties, e.g. almsgiving, fasting and pilgrimage.
- Muhammad consulted women and took their opinions seriously.
- The role and importance of the Prophet's wife, Kadhija.
- Religion is passed on in the home by women.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Explain what Muslims believe about the concept of modesty.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of issues relating to modesty.**

| <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 regulations in relation to dress for men and women, e.g. Jibab, Niqab and Burka.
- The Qur'an teaches men and women are commanded to lower their gaze and guard their modesty.
- Modesty teaches respect for the opposite sex.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “It is better to give than to receive.”

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 charitable giving.

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 |

Answers may include:

- Through giving, Muslims learn that everything comes from God on loan and they do not own anything themselves.
- Muslims believe that people should free themselves from the love of possessions and greed.

On the other hand:

- Muslims should be able to choose how they spend the money they earn.
- People can freely direct their money where they want.
- Giving doesn't always have to involve money, e.g. time.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

**Total**

**AVAILABLE  
MARKS**

20

**100**