



**General Certificate of Secondary Education
2023**

Religious Studies

Paper 8

Islam

[GRE81]

THURSDAY 15 JUNE, MORNING

**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 Sacred writings

(a) (i) In which language is the Qur'an written?

Arabic
(AO1)

[1]

(ii) Which angel revealed the Qur'an to Muhammad?

Gabriel
(AO1)

[1]

(iii) Name the mountain cave in which Muhammad received his first revelation.

Mount Hira
(AO1)

[1]

(iv) All the chapters in the Qur'an, except one, begin with the same sentence.

"In the name of Allah, the most gracious, the most Merciful.
(AO1)

[2]

(b) Explain the difference between the Qur'an and the Sunnah.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the difference between the Qur'an and the Sunnah.

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 believe that the Qur'an was orally revealed by God to the prophet, Muhammad, through the angel Gabriel.
- The Qur'an is the word of Allah (God).
- Sunnah in the Islamic community refers to the traditions and practices of the prophet, Muhammad, that constitute a model for Muslims to follow.

Accept valid alternatives
(AO1)

[5]

- (c) “The Qur’an is the only religious text needed by Muslims.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the importance of the Qur’an for Muslims.

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:

- The Qur’an is important as it was revealed to Muhammad by the angel Jibril.
- The Qur’an emphasises service to God.
- It envisions a society based on the unity and equality of believers, a society in which moral and social justice will counter balance oppression of the weak.
- The Qur’an is the central religious text used by most Muslims to guide their prayer rituals, worship services, and family traditions.

On the other hand:

- Muslims also seek guidance from the Hadith which is an important source of religious law and moral guidance.
- The Hadith compliments the Qur’an as it contains sacred sayings from Muhammad not found in the Qur’an.
- The Hadith is necessary as it teaches Muslims how to follow the example of Muhammad.

Accept valid alternatives
(AO2)

[5]

15

2 Festivals

AVAILABLE
MARKS

(a) (i) What does Eid-ul-Adha commemorate?

- Abraham's willingness to sacrifice his son.
- Abraham's devotion to Allah.

Accept valid alternatives

(AO1)

[1]

(ii) When is Eid-ul-Adha celebrated?

- On the last day of the Hajj.
- 12th month.

(AO1)

[1]

(iii) Name *one* animal that can be slaughtered for sacrifice.

- Goat
- Sheep
- Cow
- Camel

(AO1)

[1]

(iv) Give *two* ways in which Eid-ul-Adha is celebrated by Muslims.

- They attend the Mosque for prayers.
- The day is spent celebrating with family and friends.
- Muslims often wear new or their best clothing.
- The giving of gifts and money to charity.

Accept valid alternatives

(AO1)

[2]

- (b) Do you think that all schools should cater for Muslims who want to practise their religion?
Give reasons for your answer.

Target: Analysis of statement that schools should cater for Muslims who want to practise 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"> 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:

- All people should be treated equally, and everyone's spiritual needs must be catered for.
- All schools should be welcoming and inclusive places to people from all religious faiths. It is important for schools to have a positive attitude towards all world religions.
- Allowing Muslims to practise their religion will enable the whole school community to understand other faiths better and this could promote greater respect and tolerance.

On the other hand:

- Religion should be practised at home or in the Mosque. Schools are for education and learning.
- Northern Ireland is a predominantly Christian country, and some people argue that schools should only promote the Christian faith.
- It may be difficult for some schools to fully cater for Muslims who want to practise their religion, e.g. a place to prepare for prayer, etc.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

(c) “Celebrating religious festivals is of central importance to the Muslim faith.”

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

Target: Evaluation of the importance of celebrating festivals for Muslims.

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:

- Within Islam celebration of festivals is required by the Qur’an.
- Shows obedience to God.
- Brings a sense of community.
- Reminds one of the importance of religion and religious practice.

On the other hand:

- Worship of Allah through daily prayer is more important.
- Charity is obligatory.
- Weekly attendance at the Mosque is more important as it brings the whole community together on a more regular basis.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

3 Beliefs and practices

(a) Describe the main features of a mosque.

Target: Knowledge of the main features of a mosque.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> 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:

- Fountain or washing room – to perform Wudu
- Minaret – for call to prayer
- Prayer Hall – to perform Salah
- Minbar – used by imam to lead prayer
- Qiblah wall – to show direction of Mecca

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain different ways the mosque contributes to Muslim life.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the ways in which the mosque contributes to Muslim 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:

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

Accept valid alternatives
(AO2)

[5]

- (c) “The best place to worship God is in a religious building.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether the best place to worship God is in a religious building.

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:

- Special buildings bring people together and encourage a sense of community.
- Special buildings commemorate events in the lives of religious leaders and founders.
- Religious buildings allow communities to come together to celebrate life’s big events, e.g. Birth; Marriage; Death.
- Religious buildings remind people of the greatness and power of God.
- Religious buildings give people a sense of the presence of God.
- Some have facilities for washing and space for prayer, e.g. mosque.

On the other hand:

- God is present everywhere.
- Special buildings are an unnecessary expense.
- It is more important to gather as a community. A building dedicated only to religious worship is not needed for this.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 The formative history of Islam

**AVAILABLE
MARKS**

(a) Describe the call of Muhammad to be a prophet of God.

Target: Knowledge of the call of Muhammad to be a prophet 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"> • 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 events of the ‘Night of Power’ in the year 610.
- Muhammad called when he was 40 years old.
- Praying alone on Mount Hira.
- ‘Recite in the name of your Lord’.
- Visitation of Gabriel.

Accept valid alternatives
(AO1)

[5]

(b) Do you think that the title ‘Last of the Prophets’ is a good description of Muhammad?

Give reasons for your answer.

Target: Analysis of statement that ‘Last of the Prophets’ is a good description of Muhammad.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> 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:

- Muhammad brought the final revelation of God and is the last of the prophets.
- He received the actual words of God that are recorded infallibly in the Qur’an.
- He is the most important because he acted as a mouthpiece for God.
- The word ‘Last’ implies that Muhammad is one of a long line of many prophets.

On the other hand:

- Muhammad was also a great teacher and leader – not just a prophet
- Other titles may be applicable to him, e.g. Messenger of God.

Accept valid alternatives

(AO2)

[5]

(c) “The message of prophets from long ago has no relevance in the twenty-first century.”

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

Target: Evaluation of the statement that the message of prophets from long ago has no relevance in the twenty-first century.

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 modern world is so different from the time of revelation.
- People today face very different issues, which people from long ago could not have anticipated.
- People today do not want to acknowledge the voice of God.

On the other hand:

- The message of God is always relevant.
- Principles can be derived from revelation and applied today to new situations and issues.
- Muhammad called for honesty and truthfulness in business and this message continues to be relevant today.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

Section B

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

**AVAILABLE
MARKS**

5 Beliefs and practices

(a) Outline the practice of Zakat (giving to charity) in Islam.

Target: Knowledge of the significance of Zakat for Muslims.

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:

- Zakat is the paying of alms or charity to benefit others.
- It is the third Pillar of Islam.
- Zakat is an act of duty and worship.
- Zakat means 'to purify or cleanse'.
- Muslims should give 1/40 of earnings yearly to help the poor and release others from debt.
- Zakat connects Muslims to God.
- Zakat should usually be paid in secret.

Accept valid alternatives

(AO1)

[5]

(b) Explain the importance of the Imam for Muslims.

**AVAILABLE
MARKS**

Target: Knowledge and understanding 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">• 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 Imam should know and understand the Qur'an, and be able to recite it correctly.
- The Imam is a respected member of the community.
- The primary responsibility of an Imam is to lead Islamic worship services.
- In addition to being a prayer leader, the Imam may also serve as a member of the larger leadership team in a Muslim community.
- The Imam's counselling may be sought in personal or religious matters.
- The Imam may be involved in visiting the sick, engaging in interfaith service programmes, officiating marriages, and organizing educational gatherings in the mosque. In modern times, the Imam is increasingly in a position to educate the young.

Accept valid alternatives
(AO1)

[5]

- (c) **“You can be a good Muslim without following all Five Pillars.”**
Do you agree or disagree? Give reasons for your answer. You should refer to Islam in your answer.

**AVAILABLE
MARKS**

Target: Analysis and evaluation of the importance of the Five Pillars.

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 Muslim can be a devout follower of God without going on pilgrimage and Islam allows for exceptions to the Pillar of Hajj, e.g. a person must be fit and healthy and must be able to afford to make the trip to Mecca.
- Many good Muslims don't have the financial means to pay the Zakat, e.g. don't meet the conditions of nisab which is the financial threshold that indicates eligibility to pay Zakat.
- Shahada or the declaration of faith is the most important Pillar. Confession of faith could be considered to be more important than fasting, for example.

On the other hand:

- The Five Pillars are at the core of Islamic belief and the Muslim faith is founded on all Five Pillars. Muslims must follow all five to the best of their ability.
- The Five Pillars form five key practices that all Muslims are obligated to fulfil throughout their lifetime.
- All Five Pillars are essential for maintaining a strong faith. It is important for all Muslims to declare their faith and take part in prayer five times a day. Zakat encourages generosity and compassion while fasting teaches self-discipline. Hajj allows Muslims to wipe away any sins as some Hadith say that sins are cleansed by the journey.

Accept valid alternatives
(AO2)

[10]

20

6 Rites of passage

(a) Describe a Muslim marriage ceremony.

Target: Knowledge of a Muslim marriage ceremony.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> 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:

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

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain the significance of funeral and mourning rites for Muslims.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of funeral and mourning rites for Muslims.

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:

- Funeral rites are very important as they show respect for the dead.
- They include various ceremonies which people believe are necessary to ensure that the deceased go on to whatever their next life will be.
- They give relatives and friends of the deceased time to mourn and show their grief.
- Bodies are buried facing Mecca which is the Muslim holy city in Saudi Arabia, where Muhammad is believed to have been born.

Accept valid alternatives

(AO1)

[5]

- (c) **“Children should be able to choose their religious faith.”**
Do you agree or disagree? Give reasons for your answer. You should refer to Islam in your answer.

Target: Analysis and evaluation of a child’s right to choose their religious faith.

**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:

- Children have a right to decide for themselves about their religious identity.
- It is indoctrinatory to bring up a child to be religious.
- The truth of religion is debatable.
- Religion perpetuates divisions in society.

On the other hand:

- Religious truth should be passed on from generation to generation.
- Parents have a right to bring up their children in the religion of their choice.
- Parents are responsible for their children and have a right to induct them into their commitments and beliefs.
- Children can decide for themselves when they are older.
- Religion reinforces moral behaviour.

Accept valid alternatives
(AO2)

[10]

20

7 Contemporary issues

**AVAILABLE
MARKS**

(a) Describe Muslim rules about eating and drinking.

Target: Knowledge of Muslim rules about eating and drinking.

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:

- Islam specifies which foods are halal (lawful) and which are haram (unlawful).
- This is based on rules found in the Qur'an, the holy book of Islam.
- According to the Qur'an, the only foods explicitly forbidden are meat from animals that die naturally, blood, the meat of pigs, and animals dedicated to other than God. (Qur'an 5:3) In the Qur'an there is an exception in case of hardship or lack of alternatives.
- Animals must be ritually slaughtered: throat cut with a sharp knife.
- Alcohol is forbidden.

Accept valid alternatives
(AO1)

[5]

(b) Explain Muslim attitudes to gambling and payment of interest (usury).

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Muslim attitudes towards money.

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:

- Gambling is forbidden in Islam and is not considered to be a game or pastime.
- Gambling is condemned as a social disease which destroys personal and family lives.
- Usury is also forbidden as it takes advantage of an individual who needs money to meet his or her basic needs.
- Usury is associated with enslavement and contributes to an unjust society.

Accept valid alternatives
(AO1)

[5]

- (c) “It is too much to ask teenage Muslims to obey all the Islamic rules.”
Do you agree or disagree? Give reasons for your answer. You should refer to Islam in your answer.

Target: Analysis and evaluation of the statement regarding obedience to all the Islamic rules by a teenager.

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:

- God intends that everyone follows his commands, including teenagers.
- The rules are based on revelation from God and apply to all.
- If the rules are kept there would be less crime.
- The rules help protect people and create a just society.
- There are eternal rewards for obeying Islamic rules.

On the other hand:

- Not every society is Muslim and teenage Muslims may struggle to adhere to Islamic rules, e.g. alcohol or wearing the hijab.
- Teenagers have a right to choose how to live for themselves.
- The Islamic rules were created for different types of societies compared to society today.

Accept valid alternatives (AO2)

[10]

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