



**General Certificate of Secondary Education  
2024**

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## **Religious Studies**

**Paper 8**

**Islam**

**[GRE81]**

**TUESDAY 11 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

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

### ***Assessment objectives***

Below are the assessment objectives for Religious Studies.

#### **Candidates must:**

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

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

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

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

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

### **Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

AO1 (5 mark responses):

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

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

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

AO2 (5 mark responses):

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

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

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

### **Quality of written communication**

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

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

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

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

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

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

## Section A

Answer **all** questions.

AVAILABLE  
MARKS

### 1 Beliefs and practices

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

- Five  
(AO1)

[1]

(ii) What does a muezzin do?

- Calls Muslims to prayer  
(AO1)

[1]

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

- Five  
(AO1)

[1]

(iv) What city do Muslims face when they pray?

- Mecca  
(AO1)

[1]

(v) Name the person who leads prayer in the Mosque.

- Imam  
(AO1)

[1]

**(b) Explain the importance of personal worship for Muslims.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the importance of personal worship 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:

- Personal worship is important for Muslims because through praying directly to God, Muslims can establish a spiritual relationship with him. Du'a (personal prayer) can take the form of quietly talking to God, reciting prayers, or asking God for help.
- Personal worship at home allows Muslims to complete the obligatory prayers that form Salah, the second of the Five Pillars of Islam.
- Personal worship is an important part of family life for Muslims. Family meals and other activities are scheduled around prayer times and at home, families will spend time together during prayer.
- Muslims believe that worship is an act of spiritual cleansing – it regulates human life.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “Being close to God should be the most important thing in life.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

Target: Evaluation of the importance of being close to God.

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:

- Being close to God is a key feature in the lives of all Muslims. Muslims must have a direct relationship with God through prayers and seek forgiveness of sins from God. Muslims are obligated to pray five times a day.
- Being close to God is the most important thing in life because it gives meaning and purpose to life and can provide people with comfort and direction, e.g. through reading the Qur’an Muslims are reading the literal word of God.
- Other religious practices carried out by Muslims show that being close to God is the most important thing in life, e.g. fasting during Ramadan allows Muslims to devote themselves to their faith and become closer to God.

On the other hand:

- Some people might argue that it is not possible to be close to God. God is all-powerful and transcendent, and it is not possible for humans to form a close relationship with him.
- The most important thing in life is being close to family members and experiencing the love and support that this brings.
- Discrimination is a great evil in society today. Having respect for everyone and treating all people equally are among the most important things in life.
- Some people could argue that being healthy is the most important thing in life. Without good health, life expectancy would be cut short.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

15

**2 The formative history of Islam.**

**AVAILABLE  
MARKS**

**(a) (i) Name *two* prophets of Islam.**

Any **two** from:

Noah, Lot, Ishmael, Jacob

Accept valid alternatives

(AO1)

[2]

**(ii) What does the word “caliph” mean?**

Successor

(AO1)

[1]

**(iii) Name *two* of the four Rightly-Guided Caliphs.**

Any **two** from:

Abu Bakr, Umar, Uthman and Ali.

Accept valid alternatives

(AO1)

[2]

**(b) Do you think the prophets are good role models for Muslims today?**

**AVAILABLE  
MARKS**

**Target: Analysis of the relevance of the prophets 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:

- The prophets are good role models for Muslims today as they possessed qualities all Muslims should try to exemplify. For example, the Prophet Muhammad was very compassionate, loving and merciful to his companions. He was the perfect example for Muslims of how to serve God.
- The prophets are important role models for Muslims because they were chosen by God. Abraham (Ibrahim) is regarded as a good role model for Muslims because he refused to worship false gods and would only worship one God. Abraham's faith was tested by God and Muslims learn that they must be willing to submit to Allah in the same way.
- The prophets are a good source of moral guidance. For example, Muslims can learn about their faith from Adam, the first prophet of Islam. He is a good role model because Muslims learn about their role on earth from his example.

On the other hand:

- Some people may argue that the prophets lived long ago, and society and culture has changed since then. For example, Muhammad was a military leader and today, where the majority of people wish to live in peace with each other, military leaders are not considered to be good role models.
- The prophets were human and often made mistakes. For example, Adam disobeyed the will of God in the Garden of Eden by eating from the tree of immortality, the tree that he was forbidden to eat from by God.
- Some may argue that modern religious leaders are important role models for Muslims living in society today. For example, the Imam will teach Arabic and preach the Friday sermon in the Mosque to guide Muslims on urgent matters that they are faced with.

Accept valid alternatives

Mark in levels

(AO2)

[5]

- (c) **“Being a Muslim today is more difficult than it was in the past.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of the challenges Muslims face today compared to those faced by Muslims in the past.**

<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:

- Being a Muslim today is more difficult as society has become increasingly secular. Muslims have to follow rules about dressing modestly, e.g. men must be covered from the waist to the knees and women must cover their head, neck and arms. In some countries, wearing of religious dress has been limited to promote secular ideals so it is difficult for Muslims to follow their religious rules.
- There are more issues for Muslims to deal with today compared to the past. Social media challenges religious belief as young people spend disproportionate amounts of their time online, encounter inappropriate content, and have to deal with critical arguments against religion.
- Many Muslims today have experienced Islamophobia – a prejudice against the religion of Islam or Muslims. In the UK, it is reported that many Muslims regularly face bullying and harassment at work because of their religion.

On the other hand:

- Being a Muslim was more difficult in the past. Some argue that persecution of Muslims was more common in the past compared to now. In the early days of Islam, Muslims were persecuted by the pagan Meccans. Muslims also faced persecution throughout the Crusades.
- Muslims today can use social media to spread the word of God, to stay connected with each other and it can be used for noble causes such as helping people in need. Muslims in the past didn't have the benefits associated with advanced technology.
- Some people argue that in many ways the practice of Islam in non-Muslim countries has become easier in today's society as people from other faiths have become more respectful and understanding towards their needs, e.g. availability of halal food, awareness of the challenges

faced by Muslims during Ramadan, the provision of a place for prayer in schools, etc.

Accept valid alternatives  
Mark in levels  
(AO2)

[5]

**AVAILABLE  
MARKS**

15

### 3 Festivals and rites of passage

(a) Describe how Muslims celebrate Eid-ul-Fitr.

**Target: Knowledge of how Eid-ul-Fitr is celebrated by 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"> <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:

- Muslims around the world celebrate Eid-ul-Fitr to mark the end of Ramadan – a month of fasting between dawn and sunset, spiritual reflection, and prayer.
- The name means ‘festival of the breaking of the fast’ and traditionally, it is a time for Muslims to gather with family and friends. Muslims may request time off work to celebrate.
- Many Muslims begin their celebrations by saying prayers. Muslims will dress in their best clothes, attend the Mosque with other members of their community and wish each other “Eid Mubarak” or “Blessed Festival”.
- There is a special family meal. Sweet dishes are prepared and family and friends are invited to join the celebrations.
- Muslims also exchange gifts and engage in charitable acts. Eid-ul-Fitr is seen as a time of joy for the entire Muslim community and therefore it is important give to the poor.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain Muslim attitudes towards divorce.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of Muslim attitudes towards divorce.**

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:

- Divorce is allowed in Islam, although it is regarded as a last resort and only permitted in extreme cases.
- Efforts should be made to solve problems within a marriage before considering divorce. Valid reasons for seeking divorce include abuse, infidelity and failure to fulfil responsibilities.
- A man cannot seek a divorce from his wife until it is certain that she is not pregnant, as he might then change his mind.
- A man and a woman can remarry twice, but after a third divorce remarriage to each other cannot take place unless the woman has been married to another man in the meantime.
- A woman can also obtain a divorce, either by an agreement with her husband or because of his treatment of her.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Marriage is the most important rite of passage for Muslims.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of the role and importance of marriage.**

<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:

- Marriage is the most important rite of passage for Muslims because the couple are entering into a life-long union based on trust and devotion to each other. The marriage contract makes the relationship between a man and a woman lawful.
- Muslims believe that marriage is important because it provides the foundation for family life. Marriage is a requirement before a couple can have a sexual relationship and have children.
- Marriage is a religious duty for Muslims, who are opposed to celibacy. Marriage is also seen as a moral safeguard because it stops people from committing sexually immoral acts such as having sex outside marriage and sexual promiscuity.

On the other hand:

- Some people may argue that birth rites are the most important rite of passage for Muslims. This involves speaking the words of the call to prayer in the ear of the baby so that the call to serve God is present from the beginning of the child’s life.
- Some may argue that circumcision is the most important rite of passage for Muslim boys. When baby boys are circumcised, some Muslims consider it to be the equivalent of making a sacrifice to God. Circumcision also connects Muslims to the Prophet Abraham and the beginning of the Islamic faith.
- Some may argue funeral and mourning rites are more important because they offer comfort for the grieving and provide the opportunity for Muslims to pray to God to have mercy on the deceased.
- Some people may argue that if marriage really was an important and unique rite of passage, polygamy and divorce would not be acceptable under Islamic law.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 The Pillars of Islam

(a) Describe the Pillar of Pilgrimage (Hajj) in Islam.

**Target: Knowledge of the Pillar of Pilgrimage (Hajj) 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:

- At least once in a Muslim's life, if possible, a Muslim goes on a sacred pilgrimage to Mecca – the Hajj.
- Once a year, Muslims of every ethnic group, colour, social status, and culture gather together in Mecca and stand before the Kaa'ba praising Allah together.
- The pilgrims wear simple white clothes called Ihram.
- Pilgrims enter the state of purity in which they will remain throughout the Hajj.
- Pilgrims must not cut their nails or hair, engage in sexual relations or argue.
- In part, the Hajj commemorates the stories of Abraham, Hagar and Ishmael.
- Reference to circling the Kaa'ba 7 times, prayers and running between the small mountains of Safa and Marwa.
- On the eighth day and night, the pilgrim stays at Mina or Arafat.
- On the ninth day, the ritual of "standing" takes place at the small hill of Jabal al-Rahma in Arafat.
- Stoning the Devil at Mina.
- The tenth day is the festival of Eid al-Adha (The Feast of Sacrifice).
- The pilgrim then returns to Mecca.
- The head is then shaved or the hair is trimmed, which marks the end of the state of Ihram.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Do you think pilgrimage helps believers to be better Muslims?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of the benefits of pilgrimage 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"> <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:

- Hajj is designed to promote the bonds of Islamic brotherhood and sisterhood by showing that everyone is equal in the eyes of Allah.
- Hajj can cancel out one's sins, if there is repentance and a fresh commitment to keep God's commandments.
- Done in obedience to Muhammad and the Qur'an.
- Provides renewed commitment to resist evil and the Devil.
- It helps believers remember the great events in Muslim history.

On the other hand:

- It is more important to pray.
- Reading the Qur'an helps Muslims lead better lives.
- Attending the mosque helps followers be better Muslims.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

- (c) “Shahada is the most important Pillar of Islam.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

**Target: Evaluation of whether Shahada is the most important Pillar 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:

- Shahada is the first of the Five Pillars of Islam. Some see it as the most important belief within Islam as it sums up what a Muslim should believe in and it supports the other four pillars.
- Shahada is the belief that “there is no God but Allah – and Muhammad is his messenger”. All people converting to Islam must say these words to become part of the Islamic faith.
- Another important aspect of the Shahada is that it teaches Muslims to follow in Muhammad’s footsteps. By doing this, they follow the correct path, which will help them to become the best Muslim they can be.
- The Shahada is important for the following reasons:
  - It is repeated during Salah.
  - It is recited in the adhan.
  - It is whispered to new born babies. Muslim parents aim for these to be the first words a newborn hears.
  - Muslims aim for it to be the last words they hear or say before they die.

On the other hand:

- Other Pillars are equally important.
- Salah is prayer. It is compulsory for Muslims to pray five times a day.
- Zakah (also spelt Zakat), or charitable giving, encourages generosity and compassion.
- Sawm is the obligation to fast during Ramadan, which teaches Muslims self-discipline. This self-discipline brings them closer to Allah.
- Hajj is the pilgrimage to Mecca. It is compulsory for Muslims to make the trip at least once in their lifetime, as long as they are fit and healthy and can afford to go.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

## Section B

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

### 5 Sacred writings

#### (a) Outline the origins of the Qur'an.

**Target: Knowledge of the origins of the Qur'an.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <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 word Qur'an means 'recitation' and Muslims believe that the Qur'an is the direct word of Allah revealed to Muhammad by the Angel Jibril (Gabriel).
- Muhammad was meditating in a cave on Mount Hira when Jibril appeared to him and commanded him to recite the words of God's message.
- God's message was revealed over a period of 23 years, beginning in the month of Ramadan, when Muhammad was 40; and concluding in 632, the year of his death.
- Muhammad, who couldn't read or write, recited the message to his people.
- After Muhammad's death, the Qur'an was written down under the instruction of his successor Abu Bakr.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**AVAILABLE  
MARKS**

**(b) Explain the significance of Hadith for the practice of Islam.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the significance of Hadith for the practice of Islam.**

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

Answers may include:

- Hadith are inspired sayings based on the words and actions of the Prophet Muhammad. They include wise sayings which Muhammad himself spoke and sacred sayings where Muhammad quotes words from God which are not included in the Qur'an.
- Hadith are important and help Muslims fully understand their faith. They give a context to the verses in the Qur'an and without them, the Qur'an doesn't make sense. The Qur'an is the message, and the Hadith is the explanation of the message.
- Hadith explain and clarify key aspects of the Islamic faith such as prayer, fasting, zakat, pilgrimage, etc.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Society would be a much better place if everyone followed Sharia law.”

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 relevance of Sharia law.

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

AVAILABLE  
MARKS

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

AVAILABLE MARKS

Answers may include:

- Society would be a better place if everyone followed Sharia law because it explains how people should behave to properly obey God. It is based on the primary aims of justice, fairness and mercy and is therefore beneficial to society today.
- Sharia law is based on the Qur'an and Sunnah. As such, it is based on the unquestionable Word of God and people must be obedient to it.
- Sharia law governs a person's whole life. It aims to protect life, property, family, and religion and is therefore compatible with modern ideas on human rights.
- Sharia law bans receiving of interest and gambling. Gambling causes the loss of money, exploits the poor and can destroy families – modern society would be a much better place if these rules were followed.

On the other hand:

- There is no one thing called Sharia law. Different Muslim communities understand Sharia in different ways and no official document encapsulates Sharia.
- It is the ideal law of God as interpreted by Muslim scholars over centuries and is no longer relevant in a multicultural and increasingly secular society. Many argue that it is not compatible with Western values.

- Some people may argue that society would be better without any religious laws and should focus on following universal principles enshrined in documents such as the Universal Declaration of Human Rights.
- Some interpretations of Sharia law impose extremely harsh punishments when certain laws are broken. For example, in some Muslim states homosexual acts are punishable by execution. Society today should be inclusive and not oppressive.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE  
MARKS

20

## 6 Beliefs and practices

(a) Describe some of the differences between the Sunni and Shi'a traditions.

**Target: Knowledge of the differences between the Sunni and Shi'a traditions.**

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:

- Shi'a Muslims believe that following the Prophet Muhammad's death, leadership should have passed directly to his cousin/son-in-law, Ali.
- Sunni Muslims make up the majority (85%) of Muslims all over the world.
- Shi'a Muslims believe that the Imam is sinless by nature, and that his authority is infallible as it comes directly from God.
- Shi'a Muslims often venerate the Imams as saints and perform pilgrimages to their tombs and shrines in the hope of divine intercession.
- Sunni Muslims believe there is no basis for a hereditary privileged class of spiritual leaders, and no basis for the veneration or intercession of saints.
- Sunni Islam centres on Sharia, Sacred law, Shi'a on special leaders.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain the reasons for the rise of Sufism.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the reasons behind the rise of Sufism.**

<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 rise of Sufism was an attempt to get back to the original experiences of Islam.
- It marked a focus on personal piety and not on political or military matters.
- It was a reaction to the corruption of many of the Muslim leaders.
- Sufism is accessible to the masses, as it builds on popular religion and popular religious devotion.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Each religion should have only one 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 whether religions should only have one leader.**

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:

- Having one religious leader provides the religion they are responsible for with a strong source of authority. It is good for believers to have one leader such as the Prophet Muhammad, e.g. someone of impeccable moral character who was a positive example for everyone to follow.
- One leader ensures that the religious teaching is clear and unambiguous and is not subject to different interpretations. Having one leader helps prevent false teaching from developing.
- Having one religious leader creates a stronger organisation and sense of unity within the religion. It avoids the religious divisions that could result from the disagreements that could occur if there were several leaders.

On the other hand:

- Some may argue that one person should not lead an entire religious faith, that it is better for each community to have their own leader, such as an Imam, who leads Muslim worshippers in prayer and who serve as community leaders.
- Having more than one leader allows diversity and different religious traditions to have their own opinions. For example, Sunni and Shi'a Muslims have differences in belief about who the rightful successor to the Prophet Muhammad was.

- Having one religious leader may cause problems for their followers if they are not good role models. All religious leaders are only human, are not perfect and are therefore not exempt from making mistakes.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**AVAILABLE  
MARKS**

20

**7 Contemporary issues**

**AVAILABLE  
MARKS**

**(a) Describe the role and status of women in Islam.**

**Target: Knowledge of the role and status of women in Islam.**

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

Answers may include:

- In the Islamic tradition, a woman has an independent identity.
- She is a responsible being in her own right and carries the burden of her moral and spiritual obligations.
- Women have as much right to education as men do.
- Women are often expected to be obedient wives and mothers, staying within the familial environment.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Explain Muslim views on dress and the concept of modesty.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of what Muslims believe about dress and modesty.**

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:

- ‘Hijab’ has a broad meaning within Islam. It refers to the principle of modesty and includes behaviour and dress for both males and females.
- Muslim children are taught modesty from a young age. This comes from a place of respect for the opposite sex, and to protect women from the sexual desires of men.
- In the Qur’an, both men and women are commanded to lower their gaze and “guard their modesty” (Qur’an 24:30–31). A man should be covered from the navel to the knees, and a woman must cover her top, head, neck and arms. A woman’s dress may differ depending on the laws of the country in which she lives.
- One of the most recognisable items of clothing to keep in line with this concept of modesty is the garment called a hijab, which Muslim women wear to cover their heads.
- Muslim women are required to observe the principle of hijab in front of any man they could theoretically marry. This means that hijab is not obligatory in front of a woman’s father, brothers, grandfathers or uncles. It is also not obligatory in front of young children.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Rules about what we eat and drink continue to be relevant in today’s 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 whether rules about eating and drinking are relevant in today’s society.**

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:

- Rules about eating and drinking continue to be relevant today because the rules are in the Qur'an which is the Word of God. The Word of God will always be relevant to Muslims and must be obeyed.
- Eating Halal meat is an important tradition that Muslims have followed from the time of Muhammad and throughout many generations since. Preserving this tradition is very important for present and future generations of Muslims.
- The rules about eating and drinking are for the benefit of Muslims and will always be considered relevant. For example, alcohol and other intoxicants are forbidden within Islam as they are harmful to the body. Halal meat is not artificially processed and cannot contain preservatives so is healthier for humans to consume.

On the other hand:

- People should be able to choose what they want to eat and not feel forced to follow rules from centuries ago. Only eating Halal food gives people less choice and may be a difficult rule for Muslims to follow if they are living in a non-Muslim society.
- Some people argue that the rules about food are no longer relevant. For example, animal rights activists argue that the method of slaughtering animals for food following Islamic law is outdated and there are more humane ways of killing the animals to avoid unnecessary suffering.

- While Islam prohibits the consumption of alcohol, a minority of Muslims believe the ban is outdated (with the exception of during Ramadan) and that alcohol consumption is socially acceptable in contemporary society.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**AVAILABLE  
MARKS**

20