

New
Specification



ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017

Religious Studies

Assessment Unit AS 6

assessing

An Introduction to Islam

[SRE61]

THURSDAY 25 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1);and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

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 17- or 18-year-old which is the age at which the majority of candidates sit their GCE 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 17- or 18-year-old GCE 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.

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.

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.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Candidates must refer to different units of study in their AO1 response to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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 provided below:

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked • Demonstrates comprehensive understanding and knowledge • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very high degree of relevant evidence and examples • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response to the question asked • Demonstrates a high degree of understanding and almost totally accurate knowledge • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very good range of relevant evidence and examples • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A good response to the question asked • Demonstrates a reasonable degree of understanding and mainly accurate knowledge • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A good range of relevant evidence and examples • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response to the question asked • Demonstrates limited knowledge and understanding • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A limited range of evidence and/or examples • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]
1	<ul style="list-style-type: none"> • A basic response to the question asked • Demonstrates minimal knowledge and understanding • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • Little, if any, use of evidence and/or examples • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis • An excellent attempt at the application of beliefs, values and teachings to the question asked • An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • An excellent attempt at providing personal insight and independent thought • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis • A very good attempt at the application of beliefs, values and teachings to the question asked • A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A very good attempt at providing personal insight and independent thought • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis • A good attempt at the application of beliefs, values and teachings to the question asked • A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A good attempt at providing personal insight and independent thought • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis • A limited attempt at the application of beliefs, values and teachings to the question asked • A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience • A limited attempt at providing personal insight and independent thought • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]

Band	AO1 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience • A basic attempt at providing personal insight and independent thought • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Candidates must engage with other aspects of human experience, where necessary, to access Bands 3–5.

Section A

Answer **one** question.

AVAILABLE
MARKS

- 1 (a) 'For the Muslim, Hajj signifies both an outward and an inner spiritual pilgrimage.'

With reference to this quotation, explain the rituals of Hajj and their importance for Muslims.

Answers may include:

- An outline of the rituals of Hajj, remembering Muhammad's observance of Hajj
- Consideration of the outer physical journey, going from place to place
- Consideration of the spiritual or inner journey, sense of belonging and ancestry, forgiveness, rededication of your life to Allah, commitment to resisting evil
- Entering a state of ihram, the wearing of white and the symbolism of equality and purity
- The circling of the Kaba in Mecca, seven times, sense of brotherhood
- Running between the hills of Safa and Marwah, remembering the search of Hagar for water
- Praying at Arafat, remembering Adam and Eve, the forgiveness of sins
- Collecting of stones at Muzdalifah, throwing stones at Mina to remember the resistance of Abraham, Sarah, Ishmael, commitment to resisting evil
- The celebration of Eid ul Adha, the symbolism of personal submission to Allah, remembering the poor, sharing food.
- The return to Mecca, final circling, once in a lifetime experience, deeply moving, brings reward, honoured within the community
- Those who are excused from not completing Hajj
- The reward for submission to the will of Allah
- Commitment to monotheism

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Evaluate the view that it is easy to observe the Pillars in an Islamic country. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Consideration of how significant a geographical context is
- Consideration of the extent to which societal support is significant
- Consideration of how significant community or family support or expectations are important
- Consideration of aspects of the Pillars which are difficult to observe, such as the challenges of Hajj, Sawm or daily prayer
- Consideration of whether or not all of the Pillars are equally challenging
- Consideration of the significance of context such as a non-Muslim context, a Muslim context
- Consideration of the impact of the level of sympathy of schools or employers
- Consideration of the impact of stereotypical attitudes towards the Muslim community, possible fear of identification, the desire to assimilate
- Consideration of how prejudice may result from the attitudes to militant Islam
- Consideration of how Muslims expect and accept that the Pillars will be challenging, the Greater Jihad
- Consideration of eternal reward, the outcome of submission

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) Examine the practice and significance of prayer for the individual Muslim and the wider Islamic community.

Answers may include:

- Consideration of the significance of the preparation for prayer, clean place, wudu, physical and spiritual cleansing
- Consideration of the significance of the direction of prayer, Mecca, the centre of the faith, remembering Muhammad
- Consideration of the two forms of Prayer, Salah – a pillar, five times a day and Du’a – additional, personal prayer, the level of reward for each
- Consideration of the value of prayer to a Muslim, daily connection to Allah, a discipline, bringing a sense of peace, forgiveness of sin
- Consideration of community gatherings for prayer, Friday prayers, sense of brotherhood, common use of Arabic as the Qur’an is recited
- Consideration of the significance, or otherwise, of community prayer for men and women in the mosque

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Assess the claim that the mosque is more essential to the Islamic faith than the Imam.

Justify your answer.

Answers may include:

- Consideration of the significance of the mosque for daily and weekly worship
- Consideration of the significance of the mosque as a place which educates and supports worship
- Consideration of the significance of the mosque as a community centre for young people, a place for counselling, a place for rites of passage
- Consideration of the significance of the role of the Imam, weekly teacher of khutbah (sermons), teaching children Arabic, role as a counsellor, role in rites of passage
- Consideration of comparative value of mosque and Imam
- Consideration of how any place can be a place of prayer
- Consideration of how a woman would perceive the comparative value of mosque and Imam
- Consideration of the impact of female Imams
- Consideration of the possibility of different attitudes within the Islamic community regarding the Imam

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

Section A

50

AVAILABLE
MARKS

Section B

**AVAILABLE
MARKS**

Answer **one** question.

- 3 (a)** How do the significant events in Muhammad’s life from the Hijra until his death show him to be a prophet and a statesman?

Answers may include:

- Consideration of the persecution in Mecca which was the result of Muhammad’s preaching as a prophet
- Consideration of how some of the men of Yathrib accepted Muhammad as their prophet and statesman (the two Pledges of Aqaba)
- The establishment of the Muslim community in Medina, role of prophet, establishing pillars, direction of prayer settled
- The establishment of a theocracy in Medina, Muhammad’s role in establishing community rules, the Constitution of Medina, role of mediator
- Consideration of Muhammad’s treatment of the Jewish community
- Consideration of Muhammad’s role as a military leader and strategist, the Battles of Badr, Uhud, the Trench, the Treaty of Hudaibiya, the conquering of Mecca
- Details of Muhammad’s death and the impact of this

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b)** ‘Religious and political leadership are often in opposition to one another.’ With reference to other aspects of human experience, comment on this claim. Justify your answer.

Answers may include:

Reference should be made to other aspects of human experience.

- Consideration of why it could be difficult to lead a religious group and a political group
- Consideration of a possible conflict between the two roles
- Consideration of the impact of adhering to a particular religious group if it alienates some from the religious message
- Consideration of religious leaders who felt they must engage with politics due to social injustice
- Consideration of religious leaders who felt they must engage with politics due to particular moral debates
- Consideration of individuals historical or contemporary, who have been both religious and political leaders
- Consideration of the appropriateness or otherwise of the use of violence in political leadership, when also a religious leader

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

50

- 4 (a) Explain the process of the compilation of the Qur'an by Muhammad and the Caliphs, considering the importance of the final structure that emerged.

Answers may include:

- The existence of the Qur'an in heaven
- The revelation to Muhammad on the Night of Power, the angel Gabriel
- Ongoing revelations for 23 years
- Muhammad's memorisation of the passages and reciting of them to remembrancers
- The recording of the recitations on pieces of scrap materials, the storage in Hafsa's chest, the partial organising of the Surahs by Muhammad, Muhammad's death
- The role of Abu Bakr in instigating the production of the Qur'an, the storage in Hafsa's chest
- The emergence and circulation of different Qur'ans
- The role of Uthman in initiating the production of a final version of the Qur'an, the placing of a copy of the final version in key Muslim cities
- The structure of the Qur'an, 114 Surahs, in order of length apart from Surah 1
- No awareness of the chronological order of the Surahs, the law of abrogation and the challenges of this, Surahs from Mecca and Medina

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, explore the view that it is difficult to preserve religious belief and identity in a secular age. Justify your answer.

Answers may include:

- Reference should be made to other aspects of human experience
- Consideration of possible challenges to preserving beliefs for individual believers and religious communities
- Consideration of possible challenges to preserving a religious identity for individual believers and religious communities
- Consideration of the impact of a secular age
- Consideration of religious intolerance and persecution
- Consideration of the role of a sacred text in acting as a preserving force
- Consideration of the role of the religious community and sacred buildings in preserving belief and identity
- Consideration of the challenges presented by sacred texts, understanding the contexts in which they were written and finding points of relevance
- Consideration of how belief and identity can be preserved and yet also evolve
- Consideration of possible intellectual pressures, e.g. science
- Consideration of the possibility of religious commitment which is kept private
- Consideration of the need to engage with a secular society and live out religious belief in the public square

- Consideration of different attitudes to the interpretation and application of sacred texts, literal and progressive

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

Section B

Total

**AVAILABLE
MARKS**

50

50

100