



GCSE RELIGIOUS STUDIES B 8063/2X

Paper 2X Perspectives on faith (Islam)

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine**

religious studies skills. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Lead Examiner.

In questions where credit can be given to the development of a point, those developments can take the form of:

- **Example or evidence**
- **Reference to different views**
- **Detailed information.**

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

Religion A: Islam Beliefs

0 1 . 1 Which one of the following terms refers to belief in the Oneness of God (Tawhid)?
[1 mark]

- A** Predestination
- B** Monotheism
- C** Omnipotence
- D** Beneficence

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B. Monotheism.

0 1 . 2 Give two reasons why life after death (Aakhirah) is important for Muslims.
[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Paradise (heaven) / hell / it is the experience of peace and happiness / it is God's reward for living a life in accordance with God's will / it ensures that justice is done / those who have got away with wickedness in this life will be called to account after death / those who have suffered unjustly in this life will experience joy after death / it gives Muslims the motivation to live well in this life, etc.

0 1 . 3 Explain two contrasting Muslim beliefs about God’s relationship with the world.
[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

<p>First contrasting belief</p> <p>Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting belief</p> <p>Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p>
--

If similar ways are given, only one of them may be credited up to 2 marks.

Students may include some of the following points, but all other relevant points must be credited:

- God is transcendent / he is beyond our world of space and time / he is utterly beyond human understanding.
- God is also immanent / he is closer to humans than their jugular vein / he is involved in every aspect of what goes on in the universe.
- God is creator of the world / he sustains his creation.
- God is all Merciful / he has compassion on people / and is forgiving.
- God is omnipotent / this means he is in absolute control of everything that happens in the world / this includes what humans think, say and do.
- God is omnipotent but has given humans the freedom to make decisions about how they will live / they are meant to act as his agents on earth / they will be held accountable for their actions.
- God is omniscient / Muslim beliefs about predestination, etc.

0 1 . 4 Explain two Muslim beliefs about the role of angels.

Refer to scripture or another source of Muslim belief and teaching in your answer.
[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Muslim belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

They continually worship and praise God / they never tire of this / they receive God's words directly from him / and pass them on to the prophets / to do this they may take on human form / some are guardian angels / looking after individuals throughout their lives / some record every thought, word and action of each individual / for use as evidence on Judgement Day / they take people's souls to paradise, etc.

Answers that refer accurately and appropriately to particular roles carried out by specific angels should be credited.

NB: the focus is on the role, not the nature, of angels.

Sources of authority:

'Each person has angels before him and behind, watching over him by God's command.' (Qur'an 13:11)

'Those who are before him are not scornful of worshipping Him, nor do they tire or get bored. They glorify Him night and day: they do not halt.' (Qur'an 21:19-20)

'There are over you scribes, generous and recording. They know what you do.' (Qur'an 82: 10-12), etc.

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5 ‘The Qur’an gives Muslims all the guidance they need in their lives.’

Evaluate this statement.

In your answer you should:

- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Muslim teaching**
- **reach a justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

It is the word of God, revealed to Muhammad and through him to humanity / in its Arabic form it is an infallible source of guidance / ‘this is the Scripture in which there is no doubt, containing guidance for those who are mindful of God’ (Qur’an 2:2) / it describes itself as ‘the Book explaining all things’ (Qur’an 6:114) / its commands are God’s commands / just reading or hearing its words has been sufficient to cause people to revert to Islam, eg the Caliph Umar and Yusuf Islam / it contains instructions relating to every aspect of a Muslim’s life / other sources of authority, eg the hadith, sunnah and Shari’ah, come from humans and so are not infallible, etc.

Arguments in support of other views

Many Muslims may find parts of the Qur'an hard to understand without guidance from Muslim religious leaders and scholars / they can explain the meaning of complex texts / they also apply its teaching to issues facing Muslims living in the 21st century / the hadith are thought by some Muslims to be as authoritative as the Qur'an / they include sayings that Muhammad claimed to have received from God but which are not part of the Qur'an / the sunnah includes details of the rak'ahs and times of prayer / many Muslims follow the guidance also of Shari'ah law / the life and example of the Prophet Muhammad provide guidance, etc.

[Plus SpaG 3 marks]

Religion A: Islam Practices

0 2 . 1 Which one of the following is a Muslim festival?

[1 mark]

- A Wudu**
- B Muzdalifah**
- C Jihad**
- D Ashura**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: D Ashura

0 2 . 2 Give two of the Ten Obligatory Acts of Shi'a Islam.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Salah (prayer) / sawm (fasting) / zakah (charitable giving) / khums (a tax on income) / hajj (pilgrimage) / jihad / encouraging people to do what is right (Amr-bil-Maruf) / discouraging people from doing what is wrong (Nahi Anil Munkar) / being loving towards the friends of God (Tawallah) / separating oneself from the enemies of God (Tabarra).

Either English words or Arabic transliteration are acceptable.

0 2 . 3 Explain two ways in which giving zakah influences the lives of the Muslims who pay it.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Students may include some of the following points, but all other relevant points must be credited:

It encourages empathy with those who are in need / prayer should make Muslims feel concern for those who are poor / and giving zakah puts prayer into action / it is seen as a form of purification / it purifies the rest of a Muslim's wealth / it cleanses the soul from greed and selfish desire / it encourages generosity and the desire to share / it makes Muslims more aware of their membership of the Ummah in supporting the needy, etc.

0 2 . 4 Explain the importance of two religious actions that Muslims perform during Hajj.

Refer to scripture or another source of Muslim belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First action

Simple explanation of a relevant and accurate action – 1 mark
Detailed explanation of a relevant and accurate action – 2 marks

Second action

Simple explanation of a relevant and accurate action – 1 mark
Detailed explanation of a relevant and accurate action – 2 marks

Relevant and accurate reference to scripture or another source of Muslim belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

State of Ihram / ritual washing (wudu) / cleansing (purification) / wear simple white cloth / purity / equality.

Makkah: circumambulation of the Ka'aba / touch the black stone or raise hand in acknowledgement of it / as way of following Ibrahim's example / focussing on God / recital of pilgrims' prayer / 'Here I am at your service. Praise and blessings to you' / as sign of submission and act of praise to God.

Arafat: standing on it for the whole afternoon / a reminder of what the day of Judgement will be like / praying for forgiveness.

Mina: throwing 49 pebbles at three stone walls / follows the example of Ibrahim stoning the devil when he tempted him to reject God / symbolises rejection of the devil, temptation and evil / time spent there in prayer and reading the Qur'an / remembering God and thinking about his blessings.

Muzdalifah: offering sacrifice / part of Id-ul-Adha / leftover meat canned and given to the poor / encourages concern for those in need / men shave their heads / women cut off lock of hair / to obey the requirement of the Qur'an and follow Muhammad's example, etc.

No more than 1 mark in each part for reference only to what is done. There is no requirement to name the place.

Sources of authority:

'We have rendered the shrine (the Ka'aba) a focal point for the people, and a safe sanctuary. You may use Abraham's shrine as a prayer house.' (Qur'an 2:125)

'Surely al- Safa and al-Marwah are among the symbols of God.' (Qur'an 2:158)

'When you file from `Arafat, you shall commemorate GOD at the Sacred Location (of Muzdalifah) ... You shall file together, with the rest of the people who file, and ask GOD for forgiveness.' (Qur'an 2:198-201)

'You shall commemorate GOD for a number of days in Mena.' (Qur'an 2:203), etc.

Accept all other sources of authority that correctly support the beliefs given.

0 2 . 5

‘Reciting the Shahadah (the Muslim declaration of faith) is the most important practice of Islam.’

Evaluate this statement.

In your answer you should:

- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Muslim teaching
- reach a justified conclusion.

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

The Shahadah contains the two key elements of faith / belief in the oneness of God / belief that Muhammad is God’s Prophet / and for many Shi’a Muslims there is the additional statement ‘and Ali is the friend of God’ / recitation of the Shahadah in front of Muslim witnesses is the only requirement for conversion / it is the first thing a newborn baby hears / Muslims hope that it will be the last thing they hear before they die / it provides the foundation for the other four Pillars of Sunni Islam and for the Ten Obligatory Acts of Shi’a Islam / it is faith in the oneness and supremacy of Allah that gives meaning to life, etc.

Arguments in support of other views

It is much easier to say words than to live in a certain way of life / it is living according to Allah's will that is at the heart of Islam / ' Indeed Allah is with those who fear him and those who are doers of good' (Qur'an 16:128) / statements of faith have meaning only when they are reflected in practice / the four other Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam are equally important aspects of Islam / study of the Qur'an and of the hadiths are also vital / the Shahadah does not instruct a Muslim in the correct way of life/ '...we will, of a surety, call them to account for all their deeds' (Qur'an 15:92-93), etc.

[Plus SpaG 3 marks]