



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2011**

Religious Studies

Assessment Unit AS 8

assessing

An Introduction to the Study of Islam

[AR181]

FRIDAY 28 JANUARY, AFTERNOON

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

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

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

AVAILABLE
MARKS

- 1 (a) An explanation of the significance of the Arabian background could include, e.g.:
- key cities such as Mecca, Muhammad's frustration with aspects of Meccan life
 - society: clans, tribes, leadership, vendetta, poverty, wealth, Muhammad's reaction and desire for reform
 - morality, treatment of the vulnerable, Muhammad's reaction to injustice
 - beliefs: polytheism, Judaism, Christianity, hanifs, the Kaba, how Muhammad rejected polytheism, partially accepted aspects of other religions and led him to pray, his call experience
 - two ruling Empires, war weariness of the people, Muhammad's attitude to war. [35]
- (b) An exploration of the claim may include, e.g.:
- consideration of the role and significance of Muhammad: his ability to settle disputes, to establish the Muslim community, to lead in warfare, to send missionaries, conquering Mecca and all of Arabia in his lifetime
 - consideration of other causes of the rapid spread, Allah's blessing, military tactics and well-motivated soldiers, war weariness, lower taxes, Muslim control was preferable to that of others
 - the role of the first four caliphs
 - the extent of the spread geographically. [15]
- 2 (a) An account of the nature and importance could include, e.g.:
- the Qur'an: the eternal, uncorrupted and final revelation of Allah revealed to Muhammad over 23 years, the major themes, articles of faith, pillars of faith, the structure and language of the Qur'an
 - the Sunnah: a secondary source of authority within Islam which records the deeds of Muhammad, the final prophet, who lived his life in accordance with the Qur'an, to be copied by Muslims
 - the Hadith: a secondary source of authority within Islam which records the teachings of Muhammad, the final prophet, who lived his life in accordance with the Qur'an, to be followed by Muslims, issues relating to the checking of the reliability of the Hadith, the collections which exist
 - the significance of these documents for Muslims. [35]

(b) An exploration of the view may include, e.g.:

- a Muslim society or a dominantly Muslim area would support a Muslim wishing to obey the Qur'an because the law of the land could be Islamic, the majority of the people could be Muslim, mosques, schools and workplaces could be sympathetic
- a non-Muslim society could make some of the Qur'an's teachings more difficult to obey (in school, workplace, dress code, social life, selection of a husband or wife)
- whatever the context, submission to the Qur'an may be possible but will make demands on time, money, energy, intentions
- submission has always been difficult and it is accepted by Muslims that this is the case
- the commitment of the individual is more significant than the context
- submission to the Qur'an will bring an eternal reward and therefore is worthwhile.

[15]

Section B

AVAILABLE
MARKS

- 3 (a) An explanation of the pillars could include, e.g.:
- Shahadah: the creed, expressed at birth and death, during daily prayers, the basis of conversion, the two key beliefs of Islam, underpins all other beliefs and actions
 - Sawm: the month of Ramadan, remembers the giving of the Qur'an and the "Night of Power", fasting during daylight hours, small meals before sunrise and after sunset, communal feasting, the feast of Eid ul Fitr comes at the end of Ramadan, some people are exempt
 - the symbolism and significance of prayer for Muslims, community aspects to prayer
 - the necessity of right intentions
 - submission to the Qur'an is the basis of eternal destiny, highly significant.
- [35]
- (b) An exploration of the claim may include, e.g.:
- consideration of the claim in relation to other aspects of human experience
 - an open-ended response citing historical and/or contemporary examples
 - religious duties, festivals or other rituals
 - moral behaviour and faith
 - behaviour and support within a community
 - political or social justice as an expression of faith
 - the danger of hypocrisy
 - conflict due to differing opinions about how beliefs should or should not be expressed.
- [15]
- 4 (a) An account could include, e.g.:
- the naming of the two main festivals: Eid ul Fitr and Eid ul Adha
 - the context of Eid ul Fitr at the end of Ramadan, a pillar
 - the ways in which the festival is celebrated: preparing the home and food, cards and presents, greeting one another once Eid is declared, small meal, prayer, large community meal, prayer at the mosque, reading the Qur'an, people clean and well-dressed; men, women and children attend to make as big an ummah as possible, feast, visit graves
 - the symbolic actions shows thankfulness to Allah for revealing the Qur'an
 - the context of Eid ul Adha towards the end of Hajj, a pillar
 - the ways in which the festival is celebrated: an animal sacrifice, meat shared, communal feasting, celebrated whether on Hajj or not
 - the symbolism is intended to show a recommitment to sacrifice oneself to Allah, to submit to his will, to remember the past (e.g. Abraham), to remember the poor.
- [35]

- (b) An exploration of the claim may include, e.g.:
- consideration of the claim in relation to other aspects of human experience
 - an open-ended response citing relevant historical and/or contemporary examples
 - a consideration of what festivals bring to religious communities: remembrance of key beliefs, people, events, expression of emotion, unity, passing on of traditions, sense of community, sense of identity
 - the important role of festivals in comparison to other aspects of religious faith and community life, sacred texts, meeting places, founders, religious leaders, other rituals
 - consideration of the possibility of festivals losing meaning, empty rituals, materialism, secularism.

[15]

Total

100