



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2013**

Religious Studies

Assessment Unit AS 8

assessing

An Introduction to the Study of Islam

[AR181]

THURSDAY 24 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

Answer **one** question from Section A.

- 1 (a) An explanation could include, e.g.:
- the tribal structure of Arabia, tribal loyalty
 - lack of centralised leadership, fragmented society
 - the challenge and destruction of vendetta
 - the weakness of Arabia compared to the Persian and Byzantine empires
 - religion: polytheism, Judaism, Christianity, hanifs
 - Mecca, Medina, trade, herding
 - other problems in Arabia, little sense of morality, poverty, treatment of women
 - the days of ignorance. [35]
- (b) An exploration of the view may include, e.g.:
- the significance of a well trained army, the motivation of fighting for a religious cause, financial reward, the momentum of success
 - other causes of the spread, e.g. Allah's blessing, military tactics, war weariness, lower taxes, Muslim control was preferable to that of existing rulers
 - the role and significance of Muhammad, in and beyond his lifetime
 - the role of the first four caliphs, consolidating and expanding the Empire
 - the extent of the spread geographically, as far west as Spain and as far east as China
 - the remarkable rapidity of the spread of Islam. [15]

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- 2 (a) An outline and explanation could include, e.g.:
- the Qur'an: the final uncorrupted revelation from Allah, 114 surahs, arranged from longest to shortest apart from Surah 1. Not chronological
 - the literal word of Allah, revealed and recited in Arabic
 - revealed to Muhammad over 23 years, process of compilation
 - reveals beliefs and religious duties
 - used in worship and basis for sermons
 - the Sunnah: the recorded deeds and life of Muhammad, final prophet, perfect example. Collections available. Oral traditions, reliability tested
 - the Hadith: the recorded teachings of Muhammad, final prophet, valuable teachings. Collections available. Oral traditions, reliability tested. [35]

- (b) Comments on the claim could include, e.g.:
- consideration of Muslim beliefs about the Qur'an: final, uncorrupted revelation of Allah, Muhammad's miracle, all the guidance a Muslim needs
 - the limitations of the Qur'an, topics not considered, modern advancements and modern dilemmas not dealt with
 - an ancient document, the challenges of interpretation and application
 - secondary sources which Muslims may refer to, Sunnah, Hadith, the teachings and example of Muhammad, debate surrounding their reliability. [15]

Section A

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Section B

AVAILABLE
MARKS

Answer **one** question from Section B.

- 3 (a) An explanation could include e.g.:
- these are two of the Five Pillars, religious duties
 - Shahadah is the first Pillar, it is the only non-action Pillar, it is a declaration of faith, it is repeated throughout the day and one's life, states the two fundamental beliefs of Islam
 - Zakat is the third Pillar, means purification, 2.5% to be given, essential for Muslims, if God has blessed with wealth must bless others, sense of brotherhood, linked to the efficacy of prayer
 - understanding of the significance of the pillars: part of ibadah (worship), commanded, the value of the individual, value to the community, greater understanding of the suffering which arises from poverty and hunger, the personal benefits of daily repetition of the Shahadah as part of prayer, the promise of reward. [35]
- (b) An exploration of the view could include, e.g.:
- consideration of other aspects of human experience
 - the relationship between religious statements/creeds/preaching and living in a moral and compassionate way
 - the dangers of hypocrisy
 - the challenge of different views within one religious community, conservative and liberal
 - the reality and challenge of religious pluralism in the western world
 - the importance of orthopraxis as against orthodoxy
 - reference to contemporary and/or historical examples. [15]

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- 4 (a) An outline and explanation could include, e.g.:
- an Imam can be anyone with some knowledge of the Qur'an, a man may lead men and women, a woman may lead only women
 - most Imams have studied at a Muslim college and are judged to be wise and spiritual by the community
 - an Imam leads the recitation of the Qur'an in the mosque five times a day
 - an Imam leads the cycle of prayer movements, rakah, to keep the congregation in order
 - an Imam preaches sermons twice a week on a Friday, at noon prayer and on special occasions such as Eid
 - an Imam is equal to all other Muslims, he is not a priest or mediator, each Muslim is responsible for themselves
 - an Imam may be involved in other Islamic rituals such as weddings or funerals
 - an Imam may act as an educator for children and adults or a counsellor. [35]

- (b) An comment on the claim could include, e.g.:
- consideration of other aspects of human experience
 - a consideration of how essential or otherwise religious leaders might be for religious believers or those outside the community
 - a consideration of how a religious leader might encourage faith
 - a consideration of how a religious leader might cause conflict, division, discouragement
 - a consideration of other aspects of religious communities which might encourage faith, e.g. people in the community, communal worship, reading of a sacred text, prayer, family
 - the significance of context: geographical, historical
 - reference to contemporary and/or historical examples. [15]

Section B

Total

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