

GCSE
RELIGIOUS STUDIES B
8063/2X

Paper 2X Perspectives on faith (Islam)

Mark scheme

June 2022

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.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

This is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if examiners have any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

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.

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.

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

0 1

Islam: Beliefs

0 1 . 1

Which one of the following holy books was revealed to Jesus (Isa) according to Muslim belief?

[1 mark]

- A The Gospel**
- B The Psalms**
- C The Qur'an**
- D The Torah**

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

Answer: A The Gospel

0 1 . 2

Give two of the Six Articles of Faith in Sunni 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.

If students provide more than two responses only the first two responses should be considered for marking.

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

Oneness of God (Tawhid) / angels (Malaikah) / holy books (Kutub) / prophets (Risalah) / Day of Judgement (afterlife, Akhirah) / predestination (supremacy of God's will, Al-Qadr).

NB Either Arabic transliteration or English words are acceptable.

0 1 . 3 Explain two ways in which the religious beliefs about God as Creator are similar in Islam and in the main religious tradition of Great Britain.

You should name the main religious tradition of Great Britain in your answer.

[4 marks]

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

First similar way

Simple explanation of a relevant and accurate similarity – 1 mark

Detailed explanation of a relevant and accurate similarity – 2 marks

Second similar way

Simple explanation of a relevant and accurate similarity – 1 mark

Detailed explanation of a relevant and accurate similarity – 2 marks

If contrasting ways are given, only one of them may be credited up to 2 marks. Note that here ‘similar’ beliefs will include different similar beliefs.

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

God is the sole Creator of the universe / he alone is omnipotent / he is absolutely transcendent and exalted over his creation, etc.

God’s creation is good / he created it as ordered / it reflects the nature of God the Creator / it is meant to bring him glory by fulfilling his purpose for it, etc.

God is the sustainer of the universe / he is the sole reason for its continued existence, etc.

NB Maximum of two marks for answers that do not name the main religious tradition of Great Britain.

An answer stating that both religions believe in only one God may be given 1 mark, but for the development mark to be awarded, there must be explicit reference to God as Creator, eg ‘Christians and Muslims believe that there is only one God who has power over creation’ would be awarded 2 marks; ‘Christians and Muslims believe that there is only one God, who is omnipotent’ would be awarded 1 mark.

0 1 . 4 Explain two Muslim beliefs about the importance of Ibrahim (Abraham).

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 sacred writing 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:

The father of the Arab people through Isma'il (Ishmael) / links Islam with Judaism and Christianity / intrinsic understanding of the oneness of God / destruction of idols / miraculous deliverance from the fire into which he was thrown by the angry people / rebuilt the Ka'aba / which is the holiest place in Islam / told by God to sacrifice his son / was willing to do so / submission to the will of God / a role model / a prophet / received revelations from God / wrote them on scrolls (the scrolls of Ibrahim), etc.

Sources of authority:

'Ibrahim was ... true in faith and bowed his will to Allah' (Qur'an 3:67 / 'God speaks the truth, so follow Abraham's religion; he had true faith and he was never an idolater' (Qur'an 3:95) / 'Ibrahim was indeed a model, devoutly obedient to Allah' (Qur'an 16:120) / 'and mention in the book of Abraham. He was a man of truth and a prophet' (Qur'an 19:41), etc.

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

0 1 . 5 ‘Belief in the Imamate is the most important of the Five Roots of Usul-ad-Din (principles of faith) in Shi’a 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]
[Plus SPaG 3 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 most distinctive of Shi’a beliefs / no prophets after Muhammad, so divinely appointed Imams necessary to prevent error / guide Muslims in understanding their faith / the Twelvers believe that there have been twelve Imams appointed by God after Muhammad so their divine appointment shows their importance / they rule justly so they play a crucial role in the faith / infallibly interpret the Qur’an and Shari’ah so they can be trusted / the last of the Imams (Muhammad al-Mahdi) is hidden somewhere on earth and this highlights the Imamate’s continuing importance / like the sun hidden behind the clouds and this certainty is important for faith / and will re-emerge to bring justice and equality which are central concepts in Islam / without them and their guidance, the faith would have been corrupted / Muhammad spoke of their role as being like stars that saved people from being drowned / those who

hold fast to the Imams will be saved and have their sins forgiven / channel of God's grace in this life / a friend to those who follow them on Judgement Day, etc.

Arguments in support of other views:

Tawhid the most important / God alone eternally exists / the source of life, power and knowledge / the oneness of God / God's justice an essential Root / it reflects his absolute perfection / holds humans accountable for their actions / belief in prophethood very important / the prophets are sinless and give infallible guidance that has been revealed to them by God / sometimes in the form of a scripture / perfect role models / belief in resurrection, judgement and the afterlife essential as it reminds humans that they are accountable / influences how they live / about the final destiny of humanity / all Five Roots equally important to Shi'a faith / fit together like a jigsaw / each piece essential / for Sunni Muslims, the other roots are more important as they are part of Sunni belief, etc.

0 2 Islam: Practices

0 2. **1** Which one of the following words is the Muslim term for fasting?

[1 mark]

- A Hajj
- B Salah
- C Khums
- D Sawm

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

Answer: D Sawm

0 2. **2** Give the two parts of the Shahadah (the Muslim declaration of faith).

[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.

If students provide more than two responses only the first two responses should be considered for marking.

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

There is no God but Allah / Muhammad is the Prophet of Allah.

Allow the statement in Arabic: 'La ilaha illa Allah wa – Muhammad rasul Allah'.

Also allow: 'Ali is a friend of God'.

0 2 . 3 Explain two ways in which celebrating Id-ul-Fitr influences the lives of Muslims. [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

To be a ‘detailed explanation’, the ‘influence’ of the way must be included.

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

It marks the end of Ramadan / encourages Muslims to be grateful to Allah for having enabled them to fast during that time, etc.

Muslims attend the mosque / the imam’s sermon reminds them to forgive those who have wronged them / and to focus on helping the poor / zakat al-fitr, etc.

Giving to charity / in gratitude for their blessings from Allah / zakat al-fitr, etc.

It is a time of thanksgiving for the revelation of the Qur’an / encourages Muslims to follow its teachings more faithfully, etc.

It is a time to focus on family and friends / giving cards, presents etc. / visiting graves to pray for family members who have died, etc.

It is a global celebration Muslims / Muslims aware of being part of the Ummah, etc.

0 2 . 4

Explain two ways in which the Night of Power (Laylat ul-Qadr) is important for Muslims.

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 way

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

Second way

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

Relevant and accurate reference to sacred writing 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:

Jibril told Muhammad to start reading, so the command came from Allah / the opening verses of the Qur'an / it marks the beginning of God's revelation to Muhammad / many Muslims pray and study the Qur'an throughout the night on each of the possible dates / Muslims believe that worship on that night brings great spiritual rewards / a time of thanksgiving / a time when Allah will forgive sins / a time when Muslims come together to celebrate in the mosque / a global celebration / Muslims conscious of being part of the Ummah, etc.

Sources of authority:

'It was in the month of Ramadan that the Qur'an was revealed as guidance for mankind' (Qur'an 2:18) / 'Read in the Name of your Lord who created' (Qur'an 96:1) / 'The Night of Glory is better than a thousand months' (Qur'an 97:3), etc.

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

0 2 . 5 ‘All Muslims should go to a mosque each week for Friday prayer (Jummah).’

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]
[Plus SPaG 3 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:

A sign of devotion and commitment / ‘O you who have faith! When the call is made for prayer on Friday, hurry toward the remembrance of God, and leave all business’ (Qur’an 62:9) / ‘Whoever... goes early to the mosque and attends from the beginning of the Khutbah and draws near to the Imam and listens to him attentively, Allah will give him the full reward of fasting all the days of a year and observing night-vigil on each of its nights for every step that he took towards the mosque’ (Hadith) / it brings the whole community together / reinforces the ummah / strengthens Muslims in times of challenge such as Islamophobia / act of witness to the rest of the world / positive effects on children and young people / the presence of women shows the Muslim belief in equality of status / worshippers receive guidance from the imam / guidance on political and social issues / reminders of their duties to God and others, etc.

Arguments in support of other views:

It is impractical / Muslims may be travelling / perhaps there is no mosque within an accessible distance of one's workplace or current location / possibly ill / women are not expected to attend / they may have domestic commitments / God 'has chosen you, and has imposed no difficulties on you in the religion' (Qur'an 22:78) / which means that God does not demand what is impossible / 'Excuses for missing it [the Friday prayer] include: extreme mud, rain, leprosy, the sick and the one engaged in caring for the weak/ill, or the one confined in a place for whatsoever reasons etc.' (Imam Khalil al-Maliki) / Muslims can still pray at home / prayer at home is just as acceptable to God, etc.