



GCSE MARKING SCHEME

SUMMER 2018

**RELIGIOUS STUDIES (ROUTE A) COMPONENT 3
OPTION 3 - ISLAM
C120U50-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

COMPONENT 3

MARK SCHEME

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes that is accurate and relevant, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme. Errors should be ignored, not penalised.

2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

Using the banded mark scheme

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. It is extremely important to note that **indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, i.e. that is contains nothing of any significance to the mark scheme, or is entirely irrelevant to the question, or where no response has been provided, no marks should be awarded.

Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief*, including:
 - belief, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and belief

- AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

Question (a)

See instructions provided with indicative content.

Question (b)

Band	Band Descriptor	Mark Total
3	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	4 – 5
2	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	2 – 3
1	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	1
0	No relevant information provided.	0

Question (c)

Band	Band Descriptor	Mark Total
4	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	7 – 8
3	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	5 – 6
2	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	3 – 4
1	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	1 - 2
0	No relevant information provided.	0

Question (d)

Band	Band Descriptor	Mark Total
5	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	13 – 15
4	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	10 – 12
3	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	7 – 9
2	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	4 – 6
1	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	1 – 3
0	No relevant point of view stated.	0

**EDUQAS GCSE RELIGIOUS STUDIES (ROUTE A) COMPONENT 3
OPTION 3 - ISLAM**

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Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

1. (a) What do Muslims mean by 'tawhid'? [2]

- Tawhid means the oneness of God and is the basic Muslim belief in the oneness of Allah.

Refer to the marking bands for question (b).

(b) Describe Muslim beliefs about Adam. [5]

- Adam was the first human being.
- Adam was the first man and first Muslim.
- Adam was the first prophet.
- Adam was made from the clay of the earth.
- Allah breathed life into him.
- Adam was married to Eve.
- Adam lived in the Garden of Eden.

Refer to the marking bands for question (c).

(c) Explain why prophethood is important in Islam. [8]

- Prophethood is one of the most important beliefs in Islam.
- Belief in prophethood is one of the six articles of faith of Sunni Islam.
- Belief in prophethood is one of the five roots of religion in Shi'a Islam.
- Prophethood or 'risalah' is the term used for the succession of prophets.
- Prophethood is the term used for the prophets or messengers sent from Allah.
- Muslims believe Allah has spoken to humanity through the prophets.
- Muslims believe prophets are human.
- In the Qur'an twenty-five prophets are named.
- Prophet Muhammad is the last or 'seal' of the prophets.

Refer to the marking bands for question (d).

(d) 'Belief in angels is no longer important for Muslims.' [15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

- Belief in angels is one of the six articles of faith of Sunni Islam
- Angels are divine messengers made from light by Allah.
- The Qur'an contains stories of angels and the Qur'an is an ancient text .
- Many people today do not believe in the supernatural.
- Angels do not seem to intervene in human affairs.
- Many people do not believe two angels are watching over them in daily life.
- Many Muslims do believe two angels are watching over them in daily life.
- Many people do believe in angels.

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

2. (a) What do Muslims mean by 'halal'? [2]

- Any action or thing which is permitted or lawful, often used in reference to foods that are permitted.

Refer to the marking bands for question (b).

(b) Describe how Muslims may spend zakat money. [5]

- Zakat money may be used for the assistance of travellers.
- Zakat money may be used to help the poor.
- Zakat money may be used to help the destitute and those in need.
- Zakat money may be used to help widows.
- Zakat money may be used to help orphans.
- Zakat money may be used to respond to disasters with emergency aid.
- Zakat money may be used to help Muslim converts.
- Zakat money may be used to pay those who collect and distribute zakat funds.

Refer to the marking bands for question (c).

(c) Explain what the two types of jihad mean for Muslims. [8]

- There are two types of jihad; the lesser and the greater jihad.
- Some Muslims regard the lesser jihad as the greater jihad and the greater jihad as the lesser jihad.
- Jihad is daily struggle or striving to live as a good Muslim.
- Lesser jihad is the struggle to remove evil from society.
- Lesser jihad is 'holy war'.
- Lesser jihad may be fought only in defence of Islam.
- Greater jihad means to strive to serve Allah.
- Greater jihad means striving to live a good moral life each day.
- Greater jihad means striving to live in peace.
- Greater jihad means to perform the Five Pillars with a sense of devotion.
- Greater jihad means to follow the way of life set out by the Prophet Muhammad.

Refer to the marking bands for question (d).

(d) 'All Muslims must go on pilgrimage.'

[15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

- Pilgrimage is one of the Five Pillars of Faith.
- Hajj or pilgrimage is an expression of faith.
- Many Muslims are too poor to go on pilgrimage.
- Muslims unable to complete a physical pilgrimage may make a spiritual pilgrimage.
- There are too many Muslims in the world for it to be practical for all Muslims to go on pilgrimage to Makkah.
- Those Muslims who are able to travel to Makkah should be the Muslims who go on pilgrimage.
- Many Muslims live too far away from Makkah.
- Muslims who are too ill or old should not have to go on pilgrimage.
- Muslims are able to watch pilgrimage to Mecca on television and the internet.