

GCSE
RELIGIOUS STUDIES B
8063/2X

Paper 2X Perspectives on faith (Islam)

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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 an examiner has any doubt about answers being creditworthy 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 (ie 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 is not one of the five roots of Usul ad-Din in Shi'a Islam?

[1 mark]

- A Justice**
- B Prophethood**
- C Holy books**
- D The oneness of God**

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

Answer: C Holy books

0 1 . 2

Give two reasons why Muhammad 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.

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:

God's Messenger / seal of the prophets (a great prophet) / saw Jibril in a vision / received the revelations that formed the Qur'an / taken to Jerusalem in the Night Journey / ascended into heaven / saw prophets / taught requirement to pray five times a day / founded the Ummah / destroyed the idols in the Ka'aba / his teachings and practices (Sunnah) as the basis of the Shari'ah, etc.

0 1 . 3 Explain two ways in which a belief in angels 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:

- Muslims believe that angels pass on messages from God to the prophets / whose teachings Muslims follow, etc.
- Some are guardian angels / take care of people throughout their lives / Muslims have a sense of divine protection, etc.
- Jibril is a messenger of God / it was Jibril who revealed the Qur’an to Muhammad so Muslims have particular respect for him, etc.
- Mika’il is an angel of mercy / rewarding good people for the good they have done / this encourages Muslims to lead good lives, etc.
- Some angels keep a record of people’s lives in a ‘book of deeds’ / which will be presented to God on the Day of Judgement / Muslims will want to lead good lives to ensure a positive entry into this book, etc.
- Muslims believe that when they die they will be questioned in their grave by two angels / if questions are not answered correctly, the soul is tormented in the grave until the Day of Judgement / this encourages Muslims to live good lives to ensure the soul sleeps during Barzakh, etc.

0 1 . 4 Explain two reasons why Muslims believe that the Qur’an has authority.

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 reason

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

Second reason

Simple explanation of a relevant and accurate reason – 1 mark
 Detailed explanation of a relevant and accurate reason – 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:

- It is the word of God / revealed to Muhammad through Jibril, etc.
- It is an infallible source of authority / since it comes directly from God / and has not been altered in any way, etc.
- Muhammad recited each revelation to his followers / who memorised everything / and wrote it all down, etc.
- To prevent change, Uthman organised the compilation of one official written version / this was to be followed by all Muslims everywhere, etc.
- It is a source of guidance from Allah / to lead a good life in preparation for the Day of Judgement, etc.

Sources of authority might include:

‘This is the Scripture in which there is no doubt, containing guidance for those who are mindful of God,’ (Qur’an 2:2)

‘This is truly a glorious Qur’an...’ (Qur’an 85:21)

‘Your Lord is the most bountiful One who taught by [means of] the pen, who taught man what he did not know.’ (Qur’an 96: 3–4)

The Qur’an is like a rope extended between heaven and earth. (Hadith)

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

0 1 . 5 ‘Muslim beliefs about hell make it difficult to believe that God is merciful.’

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:

- Hell is a state of total separation from God / according to the Qur’an, a place of terrible torment / to be experienced eternally by those sentenced to it by God, etc.
- It contradicts the idea of God as always prepared to forgive / as loving, etc.
- Beneficence is a key aspect of God’s nature / one of the Ninety-nine Beautiful Names of God / the concept of hell portrays God as vengeful and harsh, etc.
- Some believe that predestination means that God has determined everything that will happen, which includes how individuals behave in life and their fate / this is unfair, etc.

Arguments in support of other views:

- Justice is a key attribute of God / Adalat is one of the five roots of Usul-ad-Din / God is always fair and incapable of deciding or acting unjustly, etc.
- Most Muslims believe that predestination does not exclude human freedom / humans are responsible for their decisions and the way they live / God judges them accordingly, etc.
- Muslims have the teachings of the Qur'an to warn them of the eternal consequences of going against God's will, etc.

0 2

Islam: Practices

0 2 . 1

Which one of the following celebrates the end of Ramadan?

[1 mark]

A Ashura

B Id-ul-Adha

C Jummah

D Id-ul-Fitr

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

Answer: D Id-ul-Fitr

0 2 . 2

Give two religious actions that Muslims perform during hajj.

[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:

Wear ihram / walk around the Ka'aba seven times / touch the black stone or raise hand / recite the pilgrims' prayer / walk between Safa and Marwah / pray at Mina / read the Qur'an there / pray for the whole afternoon on Arafat / throw pebbles at the stone pillars at Mina / sacrifice an animal / cut their hair / circle the Ka'aba seven more times / spend a few nights at Mina in prayer / fasting for nine days / pay Zakah, etc.

0 2 . 3 Explain two contrasting Muslim views about the importance of prayer.

[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 contrasting view

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

Second contrasting view

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

Contrast may mean opposing or different views

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

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

- Many Muslims believe that the rituals surrounding prayer are an essential part of prayer / they remind Muslims of God’s transcendence, etc.
- Some Muslims are more concerned with the spiritual quality of prayer than with rituals / the inner intention and attitude are more important / the focus should be entirely on God / in prayer they are in the presence of God, etc.
- Sunni Muslims believe that they should pray five times a day / this is in accordance with the teaching of Muhammad / the demands this makes on Muslims show prayer’s importance / frequent prayer sustains their relationship with God, etc.
- Shi’a Muslims pray three times a day / they combine the midday and afternoon prayers and those at sunset and at night / the Qur’an lists three times for prayer / there is a hadith which states that Muhammad combined some prayer times / so as not to be burdensome to Muslims though its demands still reflect the importance of prayer, etc.
- Some Muslims might think that it is not so important to have a set number of prayers each day / or to pray so frequently / caring for others and working for justice in the world matters more, etc.
- Many Muslims think prayer in the mosque is essential / it is a form of witness to the importance of prayer, etc.
- Some Muslims might prefer to pray at home / the private and personal prayers of an individual deepen the relationship with God / praying with other members of the family in the privacy of their home deepens the bond between them, etc.

0 2 . 4 Explain two Muslim beliefs about the benefits of fasting (sawm).

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:

- It purifies the soul / enabling better focus on God, etc.
- It strengthens commitment to what matters / the devotion of the soul is more important than fulfilment of physical needs and desires / it strengthens Muslims' control over their bodies / and is a sign of total submission to God, etc.
- It encourages empathy with the poor / and generosity towards those in need / the long hours of fasting enable Muslims to see what it is like for those who are always hungry / to count their blessings, etc.

Sources of authority might include:

'It was in the month of Ramadan that the Qur'an was revealed as guidance for mankind...So any of you who is present that month should fast...' (Qur'an 2:18)

'O you who have believed, decreed upon you is fasting... that you may become righteous.' (Qur'an 2:183)

'Fasting is a shield from the Hellfire...' (Hadith)

'You must fast, for there is nothing equal to it.' (Hadith)

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

0 2 . 5 ‘Zakah (giving alms) is the best way for Muslims to show their obedience to God.’

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:

- It is one of the Five Pillars / it is commanded in the Qur’an, though the amount was fixed at a later date / the Qur’an makes it clear that giving zakah is a sign of a true Muslim, etc.
- It shows absolute devotion to God / and is a response to the belief that everything is a gift from God.
- It helps those who receive it to acknowledge the goodness of God and to obey him, etc.
- If prayer and study of the Qur’an are to mean anything, they must lead to action / giving zakah does this / it pleases God, etc.
- It strengthens the ummah by encouraging those who have more than they need to give to those who have less than they need, etc.

Arguments in support of other views:

- Shi'a Islam teaches the giving of khums / zakah alone is not sufficient, etc.
- Reciting the Shahadah is the most important / it expresses absolute submission to God / it is the foundation for all that Muslims believe and practise, etc.
- Praying five times daily wherever Muslims are is the strongest sign of love of obedience to God / it requires discipline and sometimes personal sacrifice / it fosters a close relationship with God, etc.
- Regular study of the Qur'an fulfils God's will / it enables Muslims to understand what God requires of them and to grow closer to God, etc.
- Going on hajj is the best way of showing obedience to God / it is required in the Qur'an / it requires absolute commitment / and often considerable financial sacrifice / the performance of the various parts of hajj require discipline and total surrender of oneself to God, etc.
- Practising greater jihad encourages obedience to God's will / it leads to the fulfilment of all the Five Pillars, etc.