

GCSE

Religious Studies A (World Religion(s))

Unit **B587**: Muslim Texts 1 (Qur'an)

General Certificate of Secondary Education

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.


Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
BOD	Benefit of the doubt
NBOD	Benefit of the doubt not given
tick	Tick
Cross	Cross
?	Unclear
AL	Accurate Language
AE	Attempts evaluation
DEV	Development
IRRL	Significant amount of material that does not answer the question
TV	Too vague

Subject-specific Marking Instructions**General points**

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication, Spelling, Punctuation and Grammar

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

AO1 part (d) question


Level 3 5-6	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range/depth of relevant material. • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms. • There will be few if any errors in spelling, grammar and punctuation
Level 2 3-4	<p>A satisfactory answer to the question.</p> <ul style="list-style-type: none"> • Candidates will demonstrate some understanding of the question. • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation
Level 1 1-2	<p>A weak attempt to answer the question.</p> <ul style="list-style-type: none"> • Candidates will demonstrate little understanding of the question. • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive
Level 0 0	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question


<p>Level 4 10-12</p>	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • Answers will reflect the significance of the issue(s) raised • Clear evidence of an appropriate personal response, fully supported • A range of points of view supported by justified arguments/discussion • The information will be presented in a clear and organised way • Clear reference to the religion studied • Specialist terms will be used appropriately and correctly • Few, if any errors in spelling, grammar and punctuation 	<p>Level 2 4-6</p>	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Some information will be relevant, although may lack specific detail. • Only one view might be offered and developed • Viewpoints might be stated and supported with limited argument/discussion • The information will show some organisation • Reference to the religion studied may be vague • Some use of specialist terms, although these may not always be used appropriately <p>There may be errors in spelling, grammar and punctuation</p>
<p>Level 3 7-9</p>	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> • Selection of relevant material with appropriate development • Evidence of appropriate personal response • Justified arguments/different points of view supported by some discussion • The information will be presented in a structured format • Some appropriate reference to the religion studied • Specialist terms will be used appropriately and for the most part correctly <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p>Level 1 1-3</p>	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • Answers may be simplistic with little or no relevant information • Viewpoints may not be supported or appropriate • Answers may be ambiguous or disorganised • There will be little or no use of specialist terms <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

MARK SCHEME


Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Recite • Read • Proclaim • Iqra <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • We will drag him by the forelock, a sinful and wicked forelock • We will call upon the Angels of punishment will come and deal with him <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <p>When he was in cave Hira, meditating. The angel Jibril appeared and told him to read. He could not but on the 3rd attempt after seizure/squeezing, he could.</p> <p>Marks should be awarded for any combination of points, development and exemplification.</p>	3	
	(d)	<p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>The first five verses of this surah are believed by Muslims to contain the first revelation received by Muhammad ﷺ; the first time that Allah spoke to Muhammad through the angel Jibril. It is therefore the starting point for the revelation of the whole Qur'an. The miraculous manner in which verses 1-5 were revealed is also of great significance and candidates might develop this point.</p>	6	

Question	Answer	Mark	Guidance
	<p>The surah also stresses a crucial belief in Islam: that a person who believes man is self sufficient and answers to no one is deluded. Muslims believe that Allah sees all and knows all and that at the end of time, all are answerable to Allah on the Day of Judgement. Reference may be made to verses 7-19.</p> <p>This surah also stresses the point that Allah has revealed knowledge to mankind through the use of the pen (Revealed Scripture) and that the righteous person accepts this and therefore bows down and prostrates himself to Allah.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors. Candidates might consider some of the following:</p> <p>The Qur'an is the word of Allah; it contains the actual words of God. On this basis a Muslim would never accept the statement as true. It offers to Muslims a way of life which is a guide to heaven. It teaches a Muslim right from wrong. Without it a Muslim would be lost.</p> <p>However, some might argue that if the Qur'an was lost then there is always the ahadith, which are easier to read and there is the Sunnah of The Prophet; and The Prophet's life showed the Qur'an in practice.</p> <p>What if you could not read? What if you could not read Arabic? Would it make you any less of a Muslim? If the Qur'an was lost, would Islam die? Some might argue that the Qur'an is not just a book on paper but is in the hearts and minds of the believers so is always there.</p> <p>Muhammad ﷺ said he left the Qur'an and his Sunnah. But do you need a book to tell you how to behave, to know what is right?</p> <p>Some might argue that the Qur'an is out of date and written for a different world so now longer needed. Some might suggest that the Qur'an offers much more than guidance on many matters, it reveals the power of Allah; it lies at the heart of God's revelation and as such is essential to all Muslims.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate	SPaG 3	

Question	Answer	Mark	Guidance
	marking grid on page 7.		
2 (a)	Responses might include: <ul style="list-style-type: none"> • Albayyinah • The clear evidence • The clear proof 1 mark for response.	1	
	Responses might include: <ul style="list-style-type: none"> • Jews • Christians • Muslims 1 mark for each response.	2	
	Responses might include: <ul style="list-style-type: none"> • They are a reward from Allah • Rivers run beneath it • They will live there forever • For all those who fear their Lord and Cherisher Marks should be awarded for any combination of points, development and exemplification.	3	Credit may be given for reference to Allah being pleased with them.
	Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following: It is a Muslim's duty, a command from Allah, to offer devotion to Him as they believe that without Him they are lost. Muslims believe that everyone depends upon Allah for their existence, nothing exists without him and so we should offer devotion to him. Muslims also follow the example of The Prophet who showed devotion to Allah	6	

Question	Answer	Mark	Guidance
	<p>throughout his life and in all that he did.</p> <p>Also, Muslims believe that Allah is lord and worthy of devotion. It also helps a Muslim on the road to paradise and is a way to avoid hell.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some would argue that if you accept the shahadah and live your life accordingly then you will avoid the fire of hell. However, what if you are a non Muslim who leads a good god fearing life and is a follower of the book (Christian or Jew); will they also avoid hell as they have followed the way passed down by previous prophets recognised by Islam?</p> <p>Some might argue that it is up to Allah to decide who goes to paradise and who suffers hell- fire, not us! However, what if you are shown the way and repeatedly refuse to accept, then are you not doomed to hell?</p> <p>Some might argue that hell fire is not for ever so even if as a non-Muslim you go there, it is not for all eternity, as Allah is forgiving and merciful.</p> <p>Some might argue that as God is one it does not matter what name you give to Him or how you show devotion so long as you believe and behave accordingly then you will avoid hell.</p> <p>But what if you never encountered Islam? Are you doomed to suffer hell fire?</p> <p>Some might argue that even as a Muslim, if you do not follow Allah's laws then maybe hell fire awaits you also.</p>	12	
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.</p>	SPaG 3	

Question	Answer	Mark	Guidance
3 (a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Laylat ul Qadr • Night of power <p>1 mark for response.</p>	1	
	<p>Responses might include:</p> <ul style="list-style-type: none"> • i) Madrassa/mosque/Islamic school • ii) Hafiz <p>1 mark for each response.</p>	2	Accept alternate spellings
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • He was frightened • He ran home to his wife • He was in a panic • He sweated, yet was cold <p>1 mark for each response.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>First and foremost because Muslims believe it contains the actual words of Allah. It is His revelation to mankind. The manner in which it was revealed also helps to make it special, sacred.</p> <p>It offers believers a guide to life, The Straight Way, a path to paradise and a way to avoid hell.</p> <p>In his last sermon, The Prophet said he was leaving his Sunnah and the Qur'an and whoever followed them surely would not go wrong.</p>	6	

Question	Answer	Mark	Guidance
	<p>Some credit may be given for describing how respect is shown but the question is clearly asking why, so to attain higher level marks a connection needs to be made between the method of respect and the reason for it.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some might argue against this by saying nothing is equal to the words of Allah, which would be almost shirk.</p> <p>Some would argue that Muhammad ﷺ is important but only in as much as his life is an example of how a Muslim should live if they wish to get to paradise.</p> <p>Some would also look to Ali and to the lives of the companions and also to his wives, particularly Aisha and to his daughter, Fatima as examples of good Muslim lives.</p> <p>Some might argue that it is the same thing: Muhammad ﷺ is seen as the perfect Muslim; he lived out the Qur'an in his daily life so to follow his example is actually also obeying the teachings of the Qur'an. In his Last Sermon, Muhammad ﷺ did say that he left his sunnah (example) <u>and</u> the Quran as a guide for the community/his followers. This would suggest that both are important.</p>	12	
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.</p>	SPaG 3	
	Total	51	

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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