

GCSE
RELIGIOUS STUDIES B
8063/2X

Paper 2X Perspectives on faith (Islam)

Mark scheme

June 2023

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.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

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 (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 words refers to the all-powerful nature of God?

[1 mark]

- A Beneficence
- B Fairness
- C Mercy
- D Omnipotence

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

Answer: D Omnipotence

0 1 . 2 Give two ways in which Ibrahim (Abraham) 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:

He believed in one God / stopped idol worship / destroyed statues in a temple / was willing to sacrifice everything (his son) for God / absolute obedience to God / (re)built the Ka'aba / threw stones at the devil (rejected temptation) / wrote down the Scrolls of Abraham / a prophet / 'a friend of God' / father of the Arab people / role model, etc.

0 1 . 3 Explain two contrasting beliefs about Jesus (Isa) held by Islam and 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 contrasting belief

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

Second contrasting belief

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 mean different views.

If similar beliefs 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:

In Islam, Isa is a prophet / a messenger / chosen by God / sent to all nations, etc.

He is a role model for Muslims / brings people back to God / not divine, etc.

He is not the most important figure in Islam / he did not die (for humanity), etc.

In Christianity, Jesus is the Son of God / fully divine and fully human / the second Person of the Trinity / the Word of God, etc.

Jesus is the most important figure in Christianity / he was crucified (died) / died for humanity / Saviour, etc.

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

0 1 . 4 Explain two Muslim beliefs about life after death.

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:

Muslims believe they will be brought back to life in Barzakh / this is a period of waiting / questioned by two angels / answering questions will mean they see the rewards to come / failure to answer means they see future punishments / resurrection on the Day of Judgement / given new bodies / fair judgement by Allah / Israfil (a angel) blows a trumpet / they walk across the Sirat Bridge / are given a scroll / in the right hand means they go to heaven / in the left hand means they go to hell / the righteous will go to heaven / nature of heaven, e.g. a garden, food and drink / the wicked will be punished in hell / nature of hell, e.g. burning fire, boiling water, a tree of deadly fruit / no second chances, etc.

Sources of authority:

‘It is God who created you ... then he will cause you to die, then he will give life back to you.’ (Qur’an 30:40)

‘As for him who will be given his reward in his right hand, he surely will receive an easy reckoning.’ (Qur’an 84:7–9)

‘They will dwell amid scorching wind...’ (Qur’an 56:42)

‘Allah will admit those who believe and do righteous deeds to gardens beneath which rivers flow.’ (Qur’an 22:23)

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

0 1 . 5 ‘For Muslims, the most important thing in Muhammad's life was his teaching about the oneness of God (Tawhid).’

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:

Belief in the oneness of God (Tawhid) is the central belief of Islam / ‘He is God the One, God the eternal. He begot no one nor was He begotten...’ (Surah 112) / Muslims acknowledge this by reciting the Shahadah daily and at key moments in life / by keeping it in the forefront of their minds, Muslims avoid the sin of shirk / the only sin that Allah will not forgive / so no images of Allah in the mosque, home or in books / no putting possessions, family etc before Allah / belief in the oneness of God means that he is the sole creator and this shows Muslims that he is in control of everything / encourages trust / importance of caring for Allah's world (khalifah) / inspires response of praise and adoration of Allah alone / reference to the polytheism of his day / Muhammad reinforced the importance of this belief by

ridding the Ka'aba of idols / by circling the Ka'aba during hajj, Muslims show understanding of the importance of this belief and of Muhammad's action, etc.

Arguments in support of other views:

Receiving and teaching the Qur'an was the most important / Muhammad was passing on the inerrant word of Allah / it contains absolute truth / gives guidance on belief / and lifestyle / other teachings on the nature of God equally important, eg about God's justice, omnipotence, beneficence / the sayings and practices of Muhammad (the Sunnah) are the most important / the Sunnah is a second source of authority / it gives sayings from Allah that are not in the Qur'an / Muhammad is a role model for Muslims / he showed the meaning of absolute surrender to God / he showed the importance of humility / the Night Journey was the most or equally important thing that he did / Muhammad met the earlier prophets / he was brought into the presence of Allah / he received and passed on the duty to recite salah five times a day / which is a key feature of Muslim daily life / founding and organising the Muslim community (the Ummah) was the most important thing he did / it gives Muslims a feeling of belonging / a sense of unity / of the equality of all humans / as brothers and sisters / this is seen on hajj / when all wear the ihram / it sets an example to non-Muslims of how they should treat one another / his flight to Madinah marks the start of the Muslim calendar / a sign of distinctiveness, etc.

0 2 Islam: Practices

0 2 . 1 Which one of the following is not one of the Ten Obligatory Acts of Shi'a Islam?
[1 mark]

- A Jihad
- B Khums
- C Shahadah
- D Zakah

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

Answer: C Shahadah

0 2 . 2 Name two Muslim festivals.

[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:

Id-ul-Adha / Id-ul-Fitr / Ashura / Night of Power (Laylat-ul-Qadr) / Islamic New Year (Muharram) / Muhammad's birthday (Id mawlid al-nabi) / Muhammad's ascension to heaven (Lailat-al-Miraj), etc.

0 2 . 3 Explain two ways in which going on hajj might influence 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 is one of the Five Pillars and one of the Ten Obligatory Acts / so Sunni and Shi'a Muslims are showing obedience to the requirements of their faith, etc.

It deepens faith / encourages humility / through wearing the ihram / leads to greater self-discipline / eg through standing in the heat at Arafat / leads to forgiveness / gives strength to resist temptation, etc.

It brings the pilgrims closer to God / through their challenging experience, etc.

It helps the poor / through the Qurbani meat given at Id-ul-Adha, etc.

It inspires faith and commitment / by remembering the search for water for her son by Hajira (Hagar) / by remembering the willingness of Ibrahim (Abraham) to sacrifice his son, etc.

It strengthens the sense of being part of the Ummah / gives a sense of identity, etc.

0 2 . 4 Explain two Muslim beliefs about greater jihad.

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:

God sets high standards which are difficult to meet / the personal inward struggle / fight with one's own selfish desires / to purify the heart / to practise the teachings and rules of Islam / to observe the Five Pillars / to live the Muslim faith as well as possible / to avoid temptations and distractions / eg drugs, materialism / Muslims might learn the Qur'an / to deepen piety / and develop patience / they might help those in need / by giving to charity / and getting involved in serving others / they are motivated by the desire to please God, etc.

Sources of authority:

'This is my path, leading straight, so follow it ...' (Qur'an 6:153)

'Those who have striven for God's course, it is they who can look forward to God's mercy ...' (Qur'an 2:218)

'Encourage what is right and forbid what is wrong.' (Qur'an 3:104)

'Whoever among you sees an evil, he must change it with his hand...' (Hadith)

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

0 2 . 5 'The rak'ahs (ritual prayer movements) help Muslims to focus on 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:

The movements help them remember the set words for each position / bowing reminds Muslims of God's greatness / of the need to respect God / brings dignity to the worship, reminding Muslims that they are entering the presence of a holy God / 'Woe to those who pray but are heedless of their prayer' (Qur'an) / prostration is a sign of absolute submission to God / God is in control of their lives / it is their duty to do God's will / turning the head to right and left is a reminder of the recording angels / and reminds Muslims that they must obey God, etc.

Arguments in support of other views:

The movements are a distraction / as Muslims are worrying about getting the movements right / and getting the prayers in the right order / the movements can become more important than the focus on

God / they are distracted by the movements of others praying with them / discomfort for some leads to focus on the pain rather than on God, etc.

Accept other practices that better help Muslims to focus on God.