

**OXFORD AQA**

INTERNATIONAL QUALIFICATIONS

---

**INTERNATIONAL GCSE**

**ISLAMIAT**

**9237/2**

Paper 2 The life of Hazrat Muhammad ﷺ and sources of authority in Islam

---

Mark scheme

Specimen

---

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 [oxfordaqaexams.org.uk](http://oxfordaqaexams.org.uk)

#### **Copyright information**

OxfordAQA retains the copyright on all its publications. However, registered schools/colleges for OxfordAQA are permitted to copy material from this booklet for their own internal use, with the following important exception: OxfordAQA 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 © 2025 OxfordAQA International Examinations and its licensors. All rights reserved.

**Section A**

**Life and teachings of Hazrat Muhammad ﷺ**

Question	Part	Marking guidance	Total marks
1	1	<p><b>Name one opponent of Hazrat Muhammad ﷺ during his life.</b></p> <p><b>One mark for any correct answer given.</b></p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• The hypocrites</li> <li>• The Mushriks</li> <li>• Abu Lahab</li> <li>• Abu Jahl (Amr ibn Hisham)</li> <li>• Abu Sufyan ibn Harb</li> <li>• Umayyah ibn Khalaf</li> <li>• Abdullah ibn Ubayy</li> <li>• Aas ibn Wa'il</li> <li>• Hind bint Utbah (Abu Sufyan's Wife)</li> <li>• Waleed ibn Mughira, etc</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>1</b></p> <p><b>AO1 = 1</b></p>

Question	Part	Marking guidance	Total marks
1	2	<p><b>Give two Muslim beliefs about Hazrat Muhammad’s ﷺ call to prophethood (<i>nabuat</i>).</b></p> <p><b>One</b> mark for each of <b>two</b> correct points.</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• Allah selected him for this significant role</li> <li>• It happened at the age of 40 and took place in Cave of Hira</li> <li>• The angel Jibril (AS) served as the messenger, delivering divine messages to Muhammad ﷺ.</li> <li>• The Prophet ﷺ feared for his life during this first encounter.</li> <li>• Muhammad ﷺ was supported by Hazrat Khadija (RA) his wife</li> <li>• Muhammad ﷺ is the last Prophet, marking the completion of the line of prophets.</li> <li>• There is confirmation of Muhammad's ﷺ prophethood (<i>nabuat</i>) in previous scriptures.</li> <li>• Muhammad’s ﷺ exemplary character, known as <i>Al-Akhlaq Al-Adheemah</i>, is considered a reflection of divine qualities, etc.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>2</b></p> <p><b>AO1 = 2</b></p>

Question	Part	Marking guidance	Total marks
1	3	<p><b>Explain two reasons why Hazrat Muhammad ﷺ made <i>Hijrah</i> to Medina.</b></p> <p>One mark for each reason identified, and one additional mark for a suitable explanation of that reason.</p> <p>Maximum of two marks for each reason.</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• The <i>Hijrah</i> presented an opportunity for Muhammad ﷺ to play a key role in resolving conflicts among various tribes in the region (1). His presence in Medina was instrumental in establishing peace and resolving disputes/ He contributed to the overall stability and harmony of the community (1).</li> <li>• The <i>Hijrah</i> facilitated the formation of the first Islamic state in Medina (1). Under the leadership of Muhammad ﷺ, a political and social structure grounded in Islamic principles began to take shape which allowed the seamless integration of religious and civic life (1).</li> <li>• Hazrat Muhammad ﷺ wanted to establish a united Muslim community where individuals could freely practise Islam without the fear of persecution (1). This marked the initiation of a society founded on the principles of Islam/ provided a supportive environment for the growing Muslim population (1).</li> <li>• Another reasons was to escape the escalating hostility and persecution faced by Muhammad ﷺ and early Muslims in Makkah (1). For example, the <i>Hijrah</i> served as a refuge from the relentless opposition of the Quraysh tribe offering a safer haven for the Prophet ﷺ and his community to practise and propagate their faith (1).</li> <li>• He was ordered by Allah. Muhammad ﷺ saw in a dream that he was doing <i>Hijrah</i> to the city of Medina (1) “I saw in a dream that I was migrating from Makkah to a land which there are date-palms” (Bukhari) / he was invited, approached by the people of Medina to migrate (1).</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>4</b></p> <p><b>AO1 = 4</b></p>

Question	Part	Marking guidance	Total marks
1	4	<p><b>Explain two reasons why the events of the <i>Isra Wal Mir'aj</i> are important for Muslims.</b></p> <p><b>Apply one teaching from a source of authority in your answer.</b></p> <p>When assigning AO1 marks, award one mark for each reason identified, and an additional mark for a suitable explanation of that reason. A maximum of two marks for each reason.</p> <p>When assigning AO2 marks on the application of a source of authority, award:</p> <ul style="list-style-type: none"> <li>• one mark for a general, relevant and accurate use of a source of authority.</li> <li>• two marks for a specific, relevant and accurate use of a source of authority which <b>must</b> be applied directly to the question.</li> </ul> <p><b>Points of importance (AO1):</b></p> <ul style="list-style-type: none"> <li>• The events of <i>Isra wal Mi'raj</i> are important for Muslims given its spiritual importance as it confirms that Hazrat Muhammad ﷺ is a special messenger chosen by Allah (1). The journey from Makkah to Jerusalem and through the heavens shows that his mission is truly divine/ It reminds Muslims how important it is to have faith and submit to Allah (1).</li> <li>• The <i>Isra wal Mi'raj</i> highlight the importance of daily <i>Salah</i> (1) during this journey, Allah told Muhammad ﷺ about the obligation of the five daily prayers, making it clear that regular prayers are a direct way for Muslims to connect with Allah/ show discipline, and expresses gratitude / emphasise that prayers are crucial in the Islamic faith and play a big role in a Muslim's life (1).</li> <li>• Muhammad ﷺ went through the heavens, met other prophets, and saw paradise (1). This shows Muslims that despite facing tough times, there's a special reward waiting for those who stay strong in their faith and do good deeds / this gives comfort and motivation to Muslims, encouraging them to continue on their religious journey (1).</li> </ul> <p><b>Application of teachings from sources of authority (AO2):</b></p> <ul style="list-style-type: none"> <li>• The Qur'an says Muhammad ﷺ travelled on a night journey (1). In the Qur'an Allah says "Exalted is He who took His Servant by night from the sacred place of worship to the farthest place of worship, whose surroundings We have blessed, to show him some of Our signs. He alone is the All-Hearing, the All-Seeing." (Qur'an 17:1) showing the importance of this journey (1)</li> <li>• The Prophet ﷺ met other prophets during this journey (1). For example, in a Hadith narrated by Anas bin Malik it says: "The Night Journey of the Prophet ﷺ was a two-fold journey. The Prophet ﷺ, while on the bed, was awakened, Jibril (AS) came to him, and he rode with him on the Buraq, till they reached the "Lot-Tree" and the boundary of the Seventh Heaven. Then Jibril (AS) left him. ... The Prophet ﷺ said, 'I met Ibraheem (AS),</li> </ul>	<p><b>6</b></p> <p><b>AO1 = 4</b> <b>AO2 = 2</b></p>

		<p>Moses (AS), Jesus (AS), and Joseph, and the prophets.” (Sahih Muslim) (1)</p> <ul style="list-style-type: none"> <li>• Muhammad ﷺ visited heaven and hell (1) Narrated by Ibn 'Abbas: "The Prophet ﷺ was shown the various (portions) of the Land of the Heaven during the Night Journey, and he saw Paradise and Hell. The things he was shown were shown to him in reality." (Sahih Bukhari) (1)</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	
--	--	--	--

Question	Part	Marking guidance	Total marks															
1	5	<p><b>‘Hazrat Muhammad’s ﷺ greatest victory was the Battle of Badr?’</b></p> <p><b>Examine why this statement is significant for Muslims.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• use the given passage</li> <li>• provide supporting evidence and reasoning.</li> </ul> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Success criteria</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>10-12</td> <td> <ul style="list-style-type: none"> <li>• Demonstrates a thorough and accurate examination of a range of points of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is well supported by detailed and relevant evidence and information.</li> <li>• Excellent use of the passage with references applied directly to the issue.</li> </ul> </td> </tr> <tr> <td>3</td> <td>7-9</td> <td> <ul style="list-style-type: none"> <li>• Demonstrates a generally clear and accurate examination of more than one point of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is supported by some detail and mostly relevant evidence and information.</li> <li>• Good use of the passage with references applied directly to the issue.</li> </ul> </td> </tr> <tr> <td>2</td> <td>4-6</td> <td> <ul style="list-style-type: none"> <li>• Demonstrates some accurate examination of one or more points of significance but implications for belief / practice/ teachings may not always be clear.</li> <li>• Provides some chains of reasoning that are not always supported by relevant evidence and information.</li> <li>• Some use of the passage with some general references applied to the issue.</li> </ul> <p>Note: maximum Level 2 if only one point of significance identified.</p> </td> </tr> <tr> <td>1</td> <td>1-3</td> <td> <ul style="list-style-type: none"> <li>• Demonstrates limited examination of one or more points of significance with few or no implications for belief / practice/ teachings.</li> <li>• Provides limited reasoning that is not supported by relevant evidence and information.</li> <li>• Limited or no use of the passage with no references applied directly to the issue.</li> </ul> <p>Note: maximum Level 1 if no reference to the passage.</p> </td> </tr> </tbody> </table>	Level	Marks	Success criteria	4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates a thorough and accurate examination of a range of points of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is well supported by detailed and relevant evidence and information.</li> <li>• Excellent use of the passage with references applied directly to the issue.</li> </ul>	3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates a generally clear and accurate examination of more than one point of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is supported by some detail and mostly relevant evidence and information.</li> <li>• Good use of the passage with references applied directly to the issue.</li> </ul>	2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate examination of one or more points of significance but implications for belief / practice/ teachings may not always be clear.</li> <li>• Provides some chains of reasoning that are not always supported by relevant evidence and information.</li> <li>• Some use of the passage with some general references applied to the issue.</li> </ul> <p>Note: maximum Level 2 if only one point of significance identified.</p>	1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates limited examination of one or more points of significance with few or no implications for belief / practice/ teachings.</li> <li>• Provides limited reasoning that is not supported by relevant evidence and information.</li> <li>• Limited or no use of the passage with no references applied directly to the issue.</li> </ul> <p>Note: maximum Level 1 if no reference to the passage.</p>	<p>12</p> <p>AO2 = 12</p>
Level	Marks	Success criteria																
4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates a thorough and accurate examination of a range of points of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is well supported by detailed and relevant evidence and information.</li> <li>• Excellent use of the passage with references applied directly to the issue.</li> </ul>																
3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates a generally clear and accurate examination of more than one point of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is supported by some detail and mostly relevant evidence and information.</li> <li>• Good use of the passage with references applied directly to the issue.</li> </ul>																
2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate examination of one or more points of significance but implications for belief / practice/ teachings may not always be clear.</li> <li>• Provides some chains of reasoning that are not always supported by relevant evidence and information.</li> <li>• Some use of the passage with some general references applied to the issue.</li> </ul> <p>Note: maximum Level 2 if only one point of significance identified.</p>																
1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates limited examination of one or more points of significance with few or no implications for belief / practice/ teachings.</li> <li>• Provides limited reasoning that is not supported by relevant evidence and information.</li> <li>• Limited or no use of the passage with no references applied directly to the issue.</li> </ul> <p>Note: maximum Level 1 if no reference to the passage.</p>																



		<b>0</b> Nothing worthy of credit	
<b>Possible answers:</b>			
<b>Points of significance</b>			
<ul style="list-style-type: none"> <li>• The Battle of Badr is significant for Muslims because it marked the first major victory for Hazrat Muhammad ﷺ and his followers. Despite being outnumbered, the Muslim forces triumphed, boosting their morale and reinforcing their belief in divine support. This victory united the early Muslim community and strengthened their resolve in the face of future challenges.</li> <li>• The battle played a crucial role in establishing Islam’s presence in Arabia. Before Badr, many Arab tribes viewed the Muslims as weak, but their success changed perceptions. As a result, Islam gained credibility, leading to new alliances and an increase in followers. This turning point helped solidify the foundations of the growing Muslim community.</li> <li>• Muslims believe the victory at Badr was a sign of divine intervention. The Qur'an describes how angels were sent to assist the Muslim army, deepening their faith.</li> <li>• Beyond its military significance, Badr became a symbol of perseverance, faith, and the belief that justice would prevail. This event continues to be remembered as a key moment in Islamic history.</li> </ul>			
<b>Application of teachings from the passage</b>			
<ul style="list-style-type: none"> <li>• The verse emphasises that Allah’s support is essential for success, teaching Muslims to trust in His plan and rely on divine assistance rather than their own strength during challenges.</li> <li>• It also teaches that success and failure are determined by Allah’s will, encouraging Muslims to trust in His wisdom and accept outcomes as part of His plan.</li> <li>• The verse encourages Muslims to seek Allah’s help through prayer, especially during difficult times, reinforcing reliance on Him for guidance and strength.</li> <li>• It highlights the importance of patience (<i>Sabr</i>) in hardship and gratitude (<i>Shukr</i>) in success, guiding Muslims to integrate these qualities into their daily lives.</li> </ul>			
<b>Note:</b>			
This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.			

**Section B**

**Sources of authority in Islam**

Question	Part	Marking guidance	Total marks
2	1	<p><b>Name one of the major law schools in Islam.</b></p> <p><b>Possible answers:</b></p> <p>Reward any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• <i>Hanafi</i></li> <li>• <i>Hanbali</i></li> <li>• <i>Maliki</i></li> <li>• <i>Shafi</i></li> <li>• <i>Fiqqah Jaffria</i></li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>1</b></p> <p><b>AO1 = 1</b></p>

Question	Part	Marking guidance	Total marks
2	2	<p><b>Give two Muslim beliefs about how the Qur'an should be treated.</b></p> <p><b>Possible answers:</b></p> <p><b>One</b> mark for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• <i>Wudu</i> should be performed before the Qur'an is touched.</li> <li>• The Qur'an should be kept in a high place.</li> <li>• It should be covered with a special cloth.</li> <li>• The Qur'an should be read daily.</li> <li>• It should be read properly with <i>Tajweed</i>.</li> <li>• The Qur'an should be acted upon in daily life.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>2</b></p> <p><b>AO1 = 2</b></p>

Question	Part	Marking guidance	Total marks
2	3	<p><b>Explain two reasons why the <i>Sunnah</i> of Hazrat Muhammad ﷺ is an important source of authority in Islam.</b></p> <p>One mark for each reason identified, and one additional mark for a suitable explanation of that reason.</p> <p>Maximum of two marks for each reason.</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• The Qur'an doesn't explain how some acts of worship should be carried out (1) The details of actions can such as <i>Salah</i> only be found in the <i>Sunnah</i> of Muhammad ﷺ (1).</li> <li>• The <i>Sunnah</i> is a practical guide and a primary source of law making (1). It shows how Hazrat Muhammad ﷺ himself carried out his duties of worship (1).</li> <li>• The Qur'an instructs Muslims to follow the example of Muhammad ﷺ (1). This makes the <i>Sunnah</i> important because it is emphasised by Allah (1).</li> <li>• The <i>Sunnah</i> was documented in detail (1). Its preservation shows its importance to Muslims as a source of authority (1).</li> <li>• Hazrat Muhammad ﷺ is a role model for Muslims (1). Following his <i>Sunnah</i> allows Muslims to reach <i>Jannah</i> (1).</li> </ul>	<p><b>4</b></p> <p><b>AO1 = 4</b></p>

Question	Part	Marking guidance	Total marks
2	4	<p><b>Explain two features of Sahih Bukhari Hadith.</b></p> <p><b>Apply one teaching from a source of authority in your answer.</b></p> <p>When assigning AO1 marks, award one mark for each feature identified, and an additional mark for a suitable explanation of that feature. A maximum of two marks for each feature.</p> <p>When assigning AO2 marks on the application of a source of authority, award:</p> <ul style="list-style-type: none"> <li>• one mark for a general, relevant and accurate use of a source of authority.</li> <li>• two marks for a specific, relevant and accurate use of a source of authority which <b>must</b> be applied directly to the question.</li> </ul> <p><b>Points about features (AO1):</b></p> <ul style="list-style-type: none"> <li>• The Hadiths contained within Sahih Bukhari are meticulously authenticated (1). They set a high standard for the acceptance of Hadiths as Imam Bukhari applied strict criteria to ensure the reliability and authenticity of the narrations (1).</li> <li>• Bukhari used an unbroken chain of trustworthy narrators (<i>Isnad</i>) tracing back to the source/ either a companion of Muhammad ﷺ or the Prophet ﷺ himself (1). This emphasis on a strong chain of narrators ensured that the Hadiths were transmitted through reliable channels, minimising the risk of inaccuracies or fabrications (1).</li> <li>• Bukhari took into account the moral character and integrity (<i>Adalat</i>) of the narrators, ensuring that they were known for their honesty and uprightness (1) This rigorous authentication process contributes to the credibility and reliability of Sahih Bukhari making it a highly respected source in Islamic scholarship (1).</li> <li>• Sahih Bukhari excludes any Hadiths that were deemed weak or questionable in terms of authenticity (1). This enhances the credibility of Sahih Bukhari as a source of Islamic teachings (1).</li> <li>• The Hadiths in Sahih Bukhari are organized thematically, covering various aspects of Islamic life, including beliefs, worship, social conduct, and legal matters (1). This thematic organisation makes it easy for readers to find guidance (1)</li> </ul> <p><b>Application of teachings from sources of authority (AO2):</b></p> <ul style="list-style-type: none"> <li>• Muhammad ﷺ taught his companions to follow his message (1) The Hadith says whoever revives a Sunnah gets the reward of 10 martyrs showing the importance of books like Bukhari that preserve the Muhammad's ﷺ message (1)</li> <li>• Learning and preserving knowledge was instructed by Muhammad ﷺ (1) In a Muhammad ﷺ said "Seeking knowledge is obligatory upon every Muslim." (Bukhari) (1)</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>6</b></p> <p><b>AO1 = 4</b> <b>AO2 = 2</b></p>

Question	Part	Marking guidance	Total marks																		
2	5	<p><b>‘For Muslims <i>Ijma</i> and <i>Qiyas</i> are needed as a source of authority today.’</b></p> <p><b>Examine why this statement is significant for Muslims.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• use the given passage</li> <li>• provide supporting evidence and reasoning.</li> </ul> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Success criteria</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>10-12</td> <td> <ul style="list-style-type: none"> <li>• Demonstrates a thorough and accurate examination of a range of points of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is well supported by detailed and relevant evidence and information.</li> <li>• Excellent use of the passage with references applied directly to the issue.</li> </ul> </td> </tr> <tr> <td>3</td> <td>7-9</td> <td> <ul style="list-style-type: none"> <li>• Demonstrates a generally clear and accurate examination of more than one point of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is supported by some detail and mostly relevant evidence and information.</li> <li>• Good use of the passage with references applied directly to the issue.</li> </ul> </td> </tr> <tr> <td>2</td> <td>4-6</td> <td> <ul style="list-style-type: none"> <li>• Demonstrates some accurate examination of one or more points of significance but implications for belief / practice/ teachings may not always be clear.</li> <li>• Provides some chains of reasoning that are not always supported by relevant evidence and information.</li> <li>• Some use of the passage with some general references applied to the issue.</li> </ul> <p>Note: maximum Level 2 if only one point of significance identified.</p> </td> </tr> <tr> <td>1</td> <td>1-3</td> <td> <ul style="list-style-type: none"> <li>• Demonstrates limited examination of one or more points of significance with few or no implications for belief / practice/ teachings.</li> <li>• Provides limited reasoning that is not supported by relevant evidence and information.</li> <li>• Limited or no use of the passage with no references applied directly to the issue.</li> </ul> <p>Note: maximum Level 1 if no reference to the passage.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>Nothing worthy of credit</td> </tr> </tbody> </table>	Level	Marks	Success criteria	4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates a thorough and accurate examination of a range of points of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is well supported by detailed and relevant evidence and information.</li> <li>• Excellent use of the passage with references applied directly to the issue.</li> </ul>	3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates a generally clear and accurate examination of more than one point of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is supported by some detail and mostly relevant evidence and information.</li> <li>• Good use of the passage with references applied directly to the issue.</li> </ul>	2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate examination of one or more points of significance but implications for belief / practice/ teachings may not always be clear.</li> <li>• Provides some chains of reasoning that are not always supported by relevant evidence and information.</li> <li>• Some use of the passage with some general references applied to the issue.</li> </ul> <p>Note: maximum Level 2 if only one point of significance identified.</p>	1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates limited examination of one or more points of significance with few or no implications for belief / practice/ teachings.</li> <li>• Provides limited reasoning that is not supported by relevant evidence and information.</li> <li>• Limited or no use of the passage with no references applied directly to the issue.</li> </ul> <p>Note: maximum Level 1 if no reference to the passage.</p>		0	Nothing worthy of credit	<p>12</p> <p>AO2 = 12</p>
Level	Marks	Success criteria																			
4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates a thorough and accurate examination of a range of points of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is well supported by detailed and relevant evidence and information.</li> <li>• Excellent use of the passage with references applied directly to the issue.</li> </ul>																			
3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates a generally clear and accurate examination of more than one point of significance and the implications for belief / practice/ teachings.</li> <li>• Provides a logical chain of reasoning that is supported by some detail and mostly relevant evidence and information.</li> <li>• Good use of the passage with references applied directly to the issue.</li> </ul>																			
2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate examination of one or more points of significance but implications for belief / practice/ teachings may not always be clear.</li> <li>• Provides some chains of reasoning that are not always supported by relevant evidence and information.</li> <li>• Some use of the passage with some general references applied to the issue.</li> </ul> <p>Note: maximum Level 2 if only one point of significance identified.</p>																			
1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates limited examination of one or more points of significance with few or no implications for belief / practice/ teachings.</li> <li>• Provides limited reasoning that is not supported by relevant evidence and information.</li> <li>• Limited or no use of the passage with no references applied directly to the issue.</li> </ul> <p>Note: maximum Level 1 if no reference to the passage.</p>																			
	0	Nothing worthy of credit																			

		<p><b>Possible answers:</b></p> <p><b>Points of significance</b></p> <ul style="list-style-type: none"> <li>• <i>Ijma</i> is important because it helps keep Muslims united. It's a way for scholars to agree on rules or ideas when the Qur'an and Sunnah don't give a clear answer. This consensus lets Islam adapt to new situations, like modern problems, while staying true to its core. By getting scholars to work together, <i>Ijma</i> stops the community from splitting apart and keeps everyone on the same page.</li> <li>• <i>Ijma</i> also matters because it avoids mistakes that one person might make. Islam trusts the wisdom of a group more than just one opinion, which could be wrong. The Prophet Muhammad ﷺ said his community wouldn't agree on something bad, so Muslims feel sure that <i>ijma</i>-based decisions—like how to pray or what's allowed—are solid and safe. It's like a team effort to get things right.</li> <li>• <i>Qiyas</i> is important because it helps Muslims solve new problems using old rules. When the Qur'an, Sunnah, or <i>Ijma</i> don't directly say what to do, scholars may use <i>qiyas</i> to compare a new situation to something already decided. For example, if wine is forbidden because it makes you drunk, <i>Qiyas</i> might say drugs are forbidden too for the same reason. This keeps Islamic law flexible and practical for everyday life.</li> <li>• <i>Qiyas</i> also matters because it builds on what Islam already teaches. It doesn't make up rules, instead, it takes clear ideas from the Qur'an or Sunnah and applies them to similar cases. This way, Muslims can trust that <i>Qiyas</i> stays true to their faith.</li> </ul> <p><b>Application of teachings from the passage</b></p> <ul style="list-style-type: none"> <li>• The passage influences Muslim belief by asserting that they must follow the Prophet ﷺ and the community's way. It says sticking to this path keeps them safe, but going against it after knowing the truth risks punishment in hell. This makes Muslims see the community's agreement, like <i>Ijma</i>, as a key part of true faith.</li> <li>• The passage influences Muslim practices by showing they should do things—like praying or fasting—the way the Prophet ﷺ and believers have done them. It warns against ignoring these ways on purpose, pushing people to stick to the group's habits. This keeps everyone's actions united and the same.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	
--	--	--	--