



Examiners' Report

June 2018

GCSE Religious Studies A 1RA0 3C

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June 2018

Publications Code 1RA0_3C_1806_ER

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Introduction

GCSE (9-1) Religious Studies

Religious Studies A Paper 3: Area of Study 3 – Philosophy and Ethics Option 3C – Islam.

The paper contributes to 25% of the overall award. The assessment consists of two questions, candidates must answer both questions. The details of the assessment content is provided in the specification. Centres are to use this rather than other published resources when planning the course content.

Question 1 (a)

Candidates were assessed on Section One: Arguments for the Existence of Allah - bullet point 1.3 'Miracles as proof for the existence of Allah.

The question asked was 'Outline three Islamic beliefs about miracles'.

Candidates are asked to 'Outline' on part (a) questions. Therefore, lists can reach a maximum of one mark.

GENERIC advice for centres to what constitutes a list.

An example:

Outline 3 characteristics of God:

- God is creator (1 mark)
- God is creator, judge and lawgiver (1 mark for list or sentence)
- God is creator, busy and distant. (1 mark for the sentence identifying one correct piece of information)
- Busy, distant and **God is creator**, (1 mark for the sentence identifying one correct piece of information)
- Creator, judge, lawgiver (1 mark for list)
- Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)
- Creator, judge, distant (0 marks)

The candidate is awarded 3 marks.

1 (a) Outline **three** Islamic beliefs about miracles.

(3)

1. It brings a muslim closer to the deen or Allah.

2. They are written in the Qur'aan

3. Prophets of the past were able to do miracles.



The candidate answers outlining three beliefs in three sentences (3).

The candidate is awarded 3 marks.

Question 1: Arguments for the Existence of Allah

1 (a) Outline **three** Islamic beliefs about miracles.

(3)

1. Hadhrat Musa (A.S) was given a staff and turned into a snake.
2. Hadhrat Isa (A.S) was given the ability to heal.
3. It makes one believe in Allah.



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Examiner Comments

The candidate answers outlining three beliefs in three sentences (3).

The candidate is awarded 2 marks.

1 (a) Outline **three** Islamic beliefs about miracles.

(3)

- when prophet muhammad split the moon
- when Hadrat Musa threw the stick and became into a snake



ResultsPlus
Examiner Comments

The candidate outlines two beliefs in two sentences (2).



ResultsPlus
Examiner Tip

Candidates should write in three full sentences to gain full marks.

Question 1 (b)

Candidates were assessed on Section One: Arguments for the Existence of Allah - bullet point 1.6 'The cosmological argument and its use in Islam as a philosophical argument for the existence of Allah'.

The question asked was 'Explain two ways the cosmological argument may lead to belief in Allah.'

The question is about the cosmological argument. A description of the design argument would not be credited.

Candidates are asked to 'Explain two' on part (b) questions. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked.

The candidate is awarded 0 marks.

(b) Explain **two** ways the cosmological argument may lead to belief in Allah.

(4)

cosmological argument may lead you to believe in Allah by you can see all of Allah's creation and all of Allah's signs and his beauty and you can look at the world and say no way this is from a human or anything it is from Allah the creator and no body else can do that stuff



ResultsPlus
Examiner Comments

The candidate's response does not relate to the question. This suggests design and not causation (0).



Candidates need to be taught clearly the difference between the design and cosmological argument.

The candidate is awarded 4 marks.

(b) Explain **two** ways the cosmological argument may lead to belief in Allah.

(4)

The cosmological argument may lead to belief in Allah because everything must have a cause and all causes should go back to one root cause who is Allah.

Another way the cosmological argument may lead to belief in Allah is because the ~~can~~ concept of causation can not go on infinitely. There must be a causer or an 'unmoved mover' at the beginning who ~~must be~~ must be Allah.



The candidate gives two developed reasons.

Reason one 'must have a cause' (1) this is developed by 'go back to one root cause who is Allah' (1).

Reason two 'cannot go on infinitely' (1) this is developed by 'there must be a causer or an unmoved mover' (1).

The candidate is awarded 4 marks.

(b) Explain **two** ways the cosmological argument may lead to belief in Allah.

(4)

The cosmological argument shows that everything that began to exist has a cause, and so the one who caused this cause can't have been caused / created, so he must be the ultimate creator, which is Allah.

The one who caused all creation must be omnipotent with no beginning or end, and the only one like this is Allah, as he is the only omnipotent being.



ResultsPlus
Examiner Comments

The candidate gives two developed reasons.

Reason one 'has a cause' (1) this is developed by 'can't have been caused' (1).

Reason two 'no beginning or end' (1) this is developed by 'the only omnipotent being' (1).



ResultsPlus
Examiner Tip

Candidates should separate their reasons, as in this example, as it makes it clear that two reasons were given.

Question 1 (c)

Candidates were assessed on Section One: Arguments for the Existence of God - bullet point 1.5 'The design argument and its use in Islam as a philosophical argument for the existence of Allah.'

The question asked was 'Explain two reasons why the design argument might prove the existence of Allah.'

Candidates are asked to 'Explain two' on part (c) questions. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

GENERIC advice for centres to what constitutes a source of wisdom

- The candidates do not have to reference a quote or quote it word for word.
- If examiners are unsure they will use a search engine. Enter the gist of the paraphrase and 'Qur'an' or 'Muslim teaching'.
- If the candidate states that it is in Qur'an 2:18 and then states another verse – then this can be awarded. We are not holding candidates to 'verses' but it must be the correct book/person.
- If the candidate gives the paraphrase and then puts (Qur'an 2:18) in brackets the paraphrase can have the mark and the bracketed reference is ignored.
- If a candidate quotes Qur'an and it was hadith or vice versa; and the quote is not accredited to them, it is not awarded.

The candidate is awarded 3 marks.

(c) Explain **two** reasons why the design argument might prove the existence of Allah.

In your answer you must refer to a source of wisdom and authority.

(5)

one of the reasons is the example that William Paley gave, the example about the watch, that if you were to walk across a watch and you picked it up and think to your self that the watch is so complex it must have a designer it could not just make it self, and this was god. The second reason was the great Thomas that gave the argument of the first cause, that you cannot keep on going infinitely back saying that such thing created such thing at the end it must have a first cause, every thing has a first cause and god was the first cause of the universe.



ResultsPlus
Examiner Comments

The candidate gives one developed reason with reference to a source of wisdom.

Reason one reference to the source of wisdom William Paley (1) this is developed by 'so complex it must have a designer' (1) this is further developed by 'it could not just make itself' (1)

Reason two (0) The candidate's response does not relate to the question. References to causation cannot be credited.



Candidates should be taught clearly the difference between the design argument and the cosmological argument.

William Paley is credited as a source of wisdom for the design argument and Thomas Aquinas would be considered a source of wisdom for a (c) question on the cosmological argument.

The candidate is awarded 5 marks.

(c) Explain **two** reasons why the design argument might prove the existence of Allah.

In your answer you must refer to a source of wisdom and authority.

(5)

The Design argument proves that complex design has a designer such as Paley's watch theory, when parts fit together to work as one thing perfectly, it's been designed, therefore Allah must have been the one who has designed everything and then created it.

- The design of the eye ~~and~~ in example show that such complex perfection cannot be designed by human or anyone from Earth, suggesting God, the all-powerful and all-knowing exists because we exist and we are complex beings therefore this proves Allah exists.

Allah says in the Quran "We have created man from a clot of blood".

Allah has created something from nothing as he designed Adam from dust and created him from a blood clot.



The candidate gives one developed reason with reference to a source of wisdom, and another developed reason.

Reason one 'complex design has a designer' (1) this is developed by the source of wisdom 'Paley's watch theory' (1) 'fit together and work as one thing perfectly' (1)

Reason two 'complex perfection cannot be designed by human' (1) this is reverse developed by 'the design of the eye' (1)

Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the part (d) questions. The candidates are being assessed on AO2 Analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates do excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidate's progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors.

Candidates were assessed on Section One: Arguments for the Existence of Allah - bullet point 1.7. 'how the problem and its basis as a philosophical argument may lead some people to reject belief in Allah or cause believers to question their faith'.

The question asked was "Suffering proves Allah cannot exist." Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to relevant philosophical arguments
- reach a justified conclusion.

The candidate is awarded Level 2 and was awarded 6 marks. The SPAG mark was 3 making the total mark for this response 9.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) "Suffering proves Allah cannot exist."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to relevant philosophical arguments
- reach a justified conclusion.

(15)

^{Muslims}
~~People~~ may disagree with this because Muslims believe that Allah is the ^{omniscient} ~~omnipotent~~ which means that he sees and knows all. Therefore Muslims believe that Allah knows what is good for a person and what is not ~~like~~ and Allah might have caused that suffering to a person ~~to~~ as a test to see what he would do in respond to the suffering.

Another reason for this is because ^{people Muslims} ~~Muslims~~ believe that ^{Allah} ~~Allah~~ has given humans a free will so if a human ~~misuses~~ ~~his power and free will to suffer~~ makes other people suffer it is due to his misuse of power and free will and he would be punished for this in the hereafter.

People may ^{agree} ~~disagree~~ with ^{this statement} ~~this~~ because they believe that if there was a creator why create such thing as evil, suffering

and illnesses such as cancer.

Also in response to the human misuse of power they would say that God ~~see~~ is the all knowing and knows that humans will misuse their power why not stop it before suffering can take place and be caused.

To conclude I believe that Allah is the omniscient and therefore he knows what is happening. He also knows who **(Total for Question 1 = 27 marks)** was causing the suffering and who was suffering taking place on and he will reward or punish them the people for their suffering or action.



Part (d) questions are not point marked – the level should be decided first using the level descriptors. After a best fit is found a mark is awarded within the level.

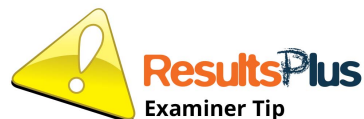
The candidate gained Level 2 because connections are made among many, but not all, of the elements in the question.

The candidate provides evidence suggesting the highest mark of the level because judgements are supported by an attempt to appraise evidence, much of which is superficial.

SPAG

The candidate was awarded 3 marks because:

- The candidate spells and punctuates with consistent accuracy.
- Candidate uses rules of grammar with effective control of meaning overall.
- Candidate uses a wide range of specialist terms as appropriately.



Candidates should not argue that the statement is true or false but why the reasons given can be disputed by the alternative opinion. Why do one group of Muslims say one thing and the other group say their argument is incorrect, or is weak?

The candidate makes good use of the extra space, this is much wiser than attaching extra pages.

The candidate is awarded Level 1 and was awarded 3 marks. The SPAG mark was 2 making the total for this response 5 marks.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

***(d) "Suffering proves Allah cannot exist."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to relevant philosophical arguments
- reach a justified conclusion.

(15)

A lot of people argue that suffering should not exist if Allah exist. ~~that~~ They back up their arguments by saying ~~to~~ that ~~Abi~~ the prophet Mohamed said that Allah loves his slaves more then a mother loves her kid. I could understand their point of view but I completely disagree. ~~In~~ the the quran Allah said that he ~~send~~ send every human to this world for a test. ~~that~~ this test would show ~~to~~ who is ~~the~~ worthy of paradise. ~~to~~ to conclude this paradise is the ~~at~~ ultimate peace Allah send us to this world world for suffering/pain.



Part (d) questions are not point marked – the level should be decided first using the level descriptors. After a best fit is found a mark within the level is awarded.

The candidate gained Level 1 because the candidate made superficial connections using a limited range of the elements. They have isolated elements of understanding of religion.

The candidate provides evidence suggesting the highest mark of the level because they fulfil all the descriptors of this level but do not make it into the next one.

SPAG

The candidate was awarded 2 marks because:

- The candidate spells and punctuates with considerable accuracy.
- The candidate uses rules of grammar with general control of meaning overall.



Part (d) questions should not be point marked. They should be read completely and then assessed against the level descriptors to find a best fit.

The candidate is awarded Level 1 and was awarded 2 marks. The SPAG mark was 2 making the total for this response 4 marks.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) "Suffering proves Allah cannot exist."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to relevant philosophical arguments
- reach a justified conclusion.

(15)

~~Some~~ Most muslim are against the statement because ~~because~~ Allah doesn't make people suffer they cause them self. Allah is all loving. Allah makes people suffer because he is ~~testing~~ testing his people to see still his people are admiring him.

Some people are for the statement because they think ~~that~~ Allah is doing this ~~because~~ because he doesn't love his creation.

In conclusion I am against the statement because Allah is all loving he love his creation. he is doing this because he want to test his creation.



Part (d) questions are not point marked – the level should be decided first using the level descriptors. After a best fit is found a mark within the level is awarded.

The candidate gained Level 1 because the candidate response is underpinned by isolated elements of understanding of religion and belief.

The candidate provides evidence suggesting the middle mark of the level because they have made superficial connections.

SPAG

The candidate was awarded 2 marks because:

- The candidate spells and punctuates with considerable accuracy.
- The candidate uses rules of grammar with general control of meaning overall.



Marks for SPAG are awarded on question 1(d). These are worth 3 marks. Candidates should be aware of these marks and be asked to take care with spellings of key words, paragraphs and punctuation.

The candidate is awarded Level 3 and was awarded 7 marks. The SPAG mark was 3 making the total for this response 10.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) "Suffering proves Allah cannot exist."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to relevant philosophical arguments
- reach a justified conclusion.

(15)

Firstly some Muslims will agree with this, because if God is so omnipotent and ~~omni~~ then he'd have the power to stop suffering. However suffering is increasing which implies He's not omnipotent and he can do anything about it. Moreover if he's omnibenevolent He'd hate to see his people suffer, but people are still suffering. This suggests Allah doesn't ~~exit~~ exist as suffering isn't decreasing rather on the rise. Moreover a philosophical argument to support this is if one hasn't witnessed or proved Allah exists then he doesn't. Therefore either way God doesn't exist.

On the other hand some Muslim will disagree as suffering is a test from Allah. Therefore Allah does exist but the purpose of suffering is to see determine a person's faith and to see if they lose hope in Allah, or still believe in him. Moreover if a person endures suffering they will be rewarded after it and everyone will be tested in different ways. This is evident in the Qur'an where it states "we will surely test you with ~~loss~~ hunger, loss of wealth, fruits." This implies Allah is there despite the suffering. Therefore Muslims will be patient through any trial / tribulation they're facing and leave it to Allah.

In addition to this the philosophical / argument of testimony supports this that Allah exists because it has been ~~meat~~ mentioned in the Qur'an. Because it has been mentioned in the Holy holy book there's no need for proof.

In conclusion viewing both arguments I believe the stronger one is despite suffering existing Allah does exist as if people didn't suffer there would be no purpose to life, they'd enjoy and go about their daily lives forgetting Allah. Suffering allows one to remember and turn to Allah.



Part (d) questions are not point marked – the level should be decided first using the level descriptors. After a best fit is found a mark within the level is awarded.

The candidate gained Level 3 because the candidate deconstructs the religious information leading to an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.

The candidate provides evidence suggesting the lowest mark of the level because judgements are supported by limited appraisal of evidence in the conclusion, some of which may be superficial, leading to a partially justified conclusion.

Question 2 (a)

Candidates were assessed on Section Two: Marriage and the Family - bullet point 2.3 'Muslim teachings about the purpose and importance of family'.

The question asked was 'Outline three teachings about family in Islam'.

Candidates are asked to 'Outline' on part (a) questions. Therefore, lists can reach a maximum of one mark.

GENERIC advice for centres to what constitutes a list.

An example:

Outline 3 characteristics of God:

- God is creator (1 mark)
- God is creator, judge and lawgiver (1 mark for list or sentence)
- God is creator, busy and distant. (1 mark for the sentence identifying one correct piece of information)
- Busy, distant and **God is creator**, (1 mark for the sentence identifying one correct piece of information)
- Creator, judge, lawgiver (1 mark for list)
- Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)
- Creator, judge, distant (0 marks)

The candidate is awarded 3 marks.

Question 2: Marriage and the Family

2 (a) Outline **three** teachings about the family in Islam.

(3)

- A muslim family is advised to worship Allah together as a whole.
- ~~If any problems occur, prayer to Allah to ask for mercy.~~
- Parents are responsible to teach children about Islam.
- Children are responsible to take care of parents in later life.



The candidate outlines three beliefs in sentences (3).

The candidate is awarded 1 mark.

Question 2: Marriage and the Family

2 (a) Outline **three** teachings about the family in Islam.

(3)

The first teaching is to bring up children as good practicing muslims. The second reason is because



The candidate outlines one belief in a sentence (1).



Candidates should be trained to write three separate sentences to encourage them to outline three ways/reasons/beliefs.

The candidate is awarded 3 marks.

Question 2: Marriage and the Family

2 (a) Outline **three** teachings about the family in Islam.

(3)

★ The prophet had a family therefore Muslims should follow his example.

★ Family is a foundation of faith and helps build a stable community

★ Family increases the ummah which is what Muslims should aim for.



The candidate outlines three beliefs in three sentences (3).

Question 2 (b)

Candidates were assessed on Section Two: Marriage and the Family - bullet point 2.5 'Divergent Muslim teachings and attitudes about contraception'

The question asked was 'Explain two Islamic teachings about contraception.'

Candidates are asked to 'Explain two' on part (b) questions. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked.

Responses that gave teachings supporting contraception were credited as well as those opposing contraception - however inaccurate reasoning (such as sex is only for procreation) was not credited.

The candidate is awarded 0 marks.

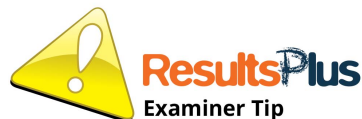
(b) Explain **two** Islamic teachings about contraception.

(4)

Two Islamic teachings about contraception are 1) you shouldn't do it and 2) the only time you meant to have intercourse is when making a baby. Other times are forebidden.



The candidate gives no correct information (0).



Candidates must be taught the varied and divergent teachings on contraception as specified in the specification. An example of an inaccurate teaching in this response is that sex is only for procreation in Islam - this is inaccurate and cannot be credited.

The candidate is awarded 0 marks.

(b) Explain **two** Islamic teachings about contraception.

(4)

Contraception is forbidden in Islam as it is stated in the quran. It is forbidden as there are punishments listed in the quran and if someone which ~~commit~~ it makes them stay away from it and fear allah.



ResultsPlus
Examiner Comments

The candidate gives no correct information (0).

There are no references to contraception in the Quran.



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Examiner Tip

It is important to teach the divergent teachings accurately.

The candidate is awarded 4 marks.

(b) Explain **two** Islamic teachings about contraception.

(4)

One teaching is that contraception is allowed because a couple have the right to decide whether or not they want a child. It's for family planning.

Another teaching is that contraception is not allowed because you are stopping a birth of a child, who is the future of Islam.



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Examiner Comments

The candidate gives two developed teachings.

Reason one 'family planning' (1) this is reverse developed by 'right to decide whether or not they want a child' (1)

Reason two 'stopping the birth of a child' (1) this is developed by 'the future of Islam' (1)

Question 2 (c)

Candidates were assessed on Section Two: Marriage and the Family - bullet point 2.2 'Muslim teachings on sexual relationships outside marriage.'

The question asked was 'Explain two reasons why sex outside marriage is forbidden in Islam.'

Candidates are asked to 'Explain two' on part (c) questions. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

GENERIC advice for centres to what constitutes a source of wisdom

- The candidates do not have to reference a quote or quote it word for word.
- If examiners are unsure they will use a search engine. Enter the gist of the paraphrase and 'Qur'an' or 'Muslim teaching'.
- If the candidate states that it is in Qur'an 2:18 and then states another verse – then this can be awarded. We are not holding candidate to 'verses' but it must be the correct book/person.
- If the candidate gives the paraphrase and then puts (Qur'an 2:18) in brackets the paraphrase can have the mark and the bracketed reference is ignored.
- If a candidate quotes Qur'an and it was hadith or vice versa; and the quote is not accredited to them, it is not awarded.

The candidate is awarded 4 marks.

(c) Explain **two** reasons why sex outside marriage is forbidden in Islam.

In your answer you must refer to a source of wisdom and authority.

(5)

Firstly, because it is against the sharia law.
It will create many problems within the family.
It will lead to health problems such as
STD'S and HIV. ~~for exam~~

In the Quran it has been mentioned that a man
is only made for his spouse and he should safe
guard his private parts ~~besides~~ his wife
apart from



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Examiner Comments

The candidate gives two developed reasons.

Reason one 'lead to health problems' (1) this is developed by 'such as STDs and HIV' (1).

There are reasons before this that haven't been credited as they are not developed.

Reason two 'man is only made for his spouse' (1) this is developed by 'safeguard his private parts' (1). This reason and development are referring to Qur'anic teachings.



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Examiner Tip

Teachers and examiners are advised to always read the full response to ensure the candidate is credited accurately, especially as candidate responses can often give more than two reasons. Teachers and examiners must credit the reasons the candidate gains more marks on.

The candidate is awarded 2 marks.

(c) Explain **two** reasons why sex outside marriage is forbidden in Islam.

In your answer you must refer to a source of wisdom and authority.

(5)

sex outside of marriage is forbidden because
it wrecks family. ALSO it can cause disease
"do not



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Examiner Comments

The candidate gives two reasons.
Reason one 'it wrecks family' (1).

Reason two 'cause disease' (1).



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Examiner Tip

All responses must be read carefully to ensure that
all credible content is awarded accurately.

The candidate is awarded 5 marks.

(c) Explain **two** reasons why sex outside marriage is forbidden in Islam.

In your answer you must refer to a source of wisdom and authority.

(5)

Sex outside marriage causes many emotional problems. These sexual relationships are most likely going to come to a sad and unfortunate end which will cause the individual stress and inhibit anxiety throughout their life.

Islam also forbids this as Allah has said in the Quran to the nearest meaning, 'go in to your wives who are lawful upon you.' From this one can conclude that Allah has forbidden a man to participate in promiscuous acts outside of marriage. This is a good thing order from Allah if one thinks of it in the positive way, it gives an individual a lower probability of catching sexually transmitted diseases from having intercourse with a number of people outside of marriage.



ResultsPlus
Examiner Comments

The candidate gives one developed reason and one developed reason with reference to a source of wisdom.

Reason one 'emotional problems' (1) this is developed by the example of 'stress' (1).

Reason two the source of wisdom (1) this is developed by 'participating in promiscuous acts' (1) developed further by 'catching sexually transmitted diseases' (1).



The exact reference for the source of wisdom is not needed.

Question 2 (d)

The focus of the marking changes from AO1 to AO2 on part (d) questions. The candidates are being assessed on AO2 Analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates do excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidate's progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors.

Candidates were assessed on Section Two: Marriage and the Family - bullet point 2.2 'the acceptance of sexual relationships outside marriage and homosexuality and Muslim responses to them'.

The question asked was "Attitudes to homosexuality are changing." Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to non-religious points of view
- reach a justified conclusion.

The candidate is awarded Level 1 and was awarded 3 marks.

(d) "Attitudes to homosexuality are changing."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

Some Muslims argue that attitudes to homosexuals are changing and that we have to accept homosexual people in society in order to be accepted by others.

Other Muslims argue that the Quran and the prophet say that being homosexual is prohibited, so they don't accept it regardless of what people think about them.

I believe that people should not change their belief to please others and fit in the society, because Allah they have to submit themselves to Allah and obey him no matter what people say.



Part (d) questions are not point marked – the level should be decided first using the level descriptors. After a best fit is found a mark within the level is awarded.

The candidate gained Level 1 because the candidate made superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.

The candidate provides evidence suggesting the highest mark of the level because they fulfil all the descriptors of this level but do not make it into the next one.

Answers that did not refer to changing attitudes scored low marks on this question.

THERE ARE NO SPAG MARKS FOR QUESTION 2D.



Candidates should not argue that the statement is true or false but why the reasons given can be disputed by the alternative opinion. Why do one group of Muslims say one thing and the other group say their argument is incorrect, or is weak?

The candidate is awarded Level 2 and was awarded 6 marks.

(d) "Attitudes to homosexuality are changing."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

In the 21st century attitudes to homosexuality are changing as people believe that everyone has a choice and Islam teaches Muslims to respect everyone's choice. People believe that everyone is equal and we shouldn't discriminate someone because of their choices.

Furthermore, there are some Muslims who are also homosexual and if a person can't help his feelings of being homosexual as they are natural. Also, in Islam if a person is homosexual then he will not like women so what is the point of him faking to like someone for the rest of his life.

On the other hand, Muslims believe that homosexuality is forbidden in Islam as it has been forbidden in the Quran by Allah because the main purpose of marriage in Islam is to pro-create and this can not be done in a homosexual relationship.

The nation of Lut was destroyed by Allah because of homosexuality. If a person is homosexual but controls his desires then he will be rewarded for this by Allah but on the other hand if he doesn't control his desires then he will be punished by Allah. Allah says states in the Quran, "The greatest jihad (battle) is against your desires."

(Total for Question 2 = 24 marks)

TOTAL FOR PAPER = 51 MARKS

In conclusion, I believe that attitudes to homosexuality are changing in the modern world and more and more Muslims are committing this sin of homosexuality. I believe that this is wrong and Muslims should refrain from this forbidden act as their Lord has told them in the Quran to refrain from it and if they do this sin then they will be punished on the day of judgement by their Lord.

Allah says in the Quran, "And all your deeds will be held accountable for on the day of judgement."



Part (d) questions are not point marked – the level should be decided first using the level descriptors. After a best fit is found a mark within the level is awarded.

The candidate gained Level 2 because connections are made among many, but not all, of the elements in the question.

The candidate provides evidence suggesting the highest mark of the level because they fulfil the all the descriptors of this level but do not make it into the next one; judgements are supported by an attempt to appraise evidence, much of which is superficial.

The candidate is awarded Level 3 and was awarded 7 marks.

(d) "Attitudes to homosexuality are changing."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

Some Muslims may agree that attitudes to homosexuality are changing because, in modern day society, people are beginning to accept homosexual people, and it can be accepted in Islam because Allah made everyone with freewill, to do whatever they like - which shows why some Muslims may accept homosexuality. In addition, attitudes of Muslims towards homosexuality are also changing, because, even though it is forbidden in Islam, everyone has been made by Allah to love, which holds more importance than anything else - this shows that everyone deserves to be happy, no matter which form or way they may choose to do so.

Whereas, some non-religious people may also agree, but also disagree, to the fact that many attitudes are changing towards homosexuality. This is because some people accept everyone, no matter their sexuality,

and respect their decisions made. However, some non-religious people might also believe that attitudes to homosexuality are ^{not} changing because people nowadays still do not agree with/accept their sexualities.

In conclusion, having taken in both arguments, I think that the argument opposing the statement is stronger, because, even though it can be

(Total for Question 2 = 24 marks)

accepted, homosexuality is hard for people to accept, so their attitudes are not changing. Despite the fact that some Muslims may believe attitudes are changing, Allah has commanded Muslims to remain natural, as "Allah has created you in pairs", so they shouldn't mess with Allah's perfect plan, by accepting homosexuality, which is highly disliked.

TOTAL FOR PAPER = 51 MARKS

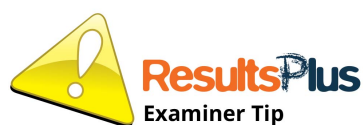


The candidate gained Level 3 because they have an accurate understanding of religion and belief to develop reasoning which addresses the issues raised by the statement.

This is presented in an accurate and coherent way. Logical chains of reasoning are identifiable on both sides of the argument.

The candidate is starting to make judgements supported by some appraisal of the evidence, this can be seen at the end of the answer but the conclusion lacks justification.

The candidate meets the demands of the level two descriptor but does not fully meet the level three requirements and is therefore awarded at the lower end of the mark range.



The appraisal of evidence required for the higher marks can come at any point in the answer. Those who provide the best answers give one side of the argument and then use the opposing viewpoint to clearly indicate the weaknesses of the first side.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Avoid attaching extra sheets to your examination paper. If possible continue writing on the blank spaces within the scannable pages.
- For Section One candidates need to clearly know the difference between the design and cosmological arguments.
- When answering the part (a) questions write three full sentences.
- The source of wisdom offered to support answers in part (c) questions must be relevant to the question and support the reason given. Exact verse numbers are not required but the source/person must be correctly referenced.
- The part (d) questions asks for evaluation, after considering the evidence. The higher grades are achieved if the evidence/reasons (knowledge and understanding) given is appraised for its value as part of deciding the evaluation. This does not necessarily have to be in the conclusion.
- On part (d) questions the bullet points indicate the viewpoints that can be awarded in the answer.
- Candidates should read the questions carefully, answer the question asked fully.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

