

## Examiners' Report June 2019

# GCSE Religious Studies 1RA0 1C



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### Introduction

Religious Studies A Paper 1: Area of Study 1 – Study of Religion Option 1C – Islam.

The paper contributes 50% of the overall award. The assessment consists of four questions: candidates must answer all four questions. The details of the assessment content are provided in the specification. Centres are to use this, rather than other published resources when planning the course content.

In Q01(d) and Q03(d), marks are available for correct spelling, grammar and punctuation – SPaG.

### Question 1 (a)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.5. 'Muslim holy books (kutub): the nature, history, significance and purpose of Muslim holy books with reference to the Qur'an, Tawrat (Torah), including Surah 5: 43–48; Surah, Zabur (Psalms), including Surah 4: 163–171; Injil (Gospel), including Surah 53: 36, Sahifah (Scrolls)'

The question asked was:

'Outline three holy books of Islam.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can only 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)

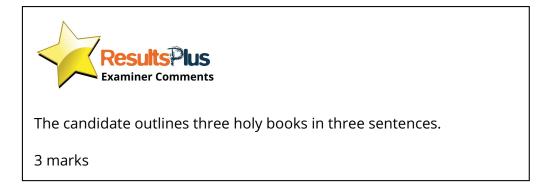
Creator, judge, lawgiver (1 mark for list)

Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)

Creator, judge, distant (0 marks)

This question was answered very well, with most candidates being able to outline three holy books. However, some candidates wrote about hadith books, which did not receive credit. 1 (a) Outline **three** holy books of Islam.

(3)of Allal Q NDZN is Ô e buh nned Ó. 224 205 06 900 JIN .cA het 0585 Q So 500 5 MONIN ÌS 0 0 Prop Bible as





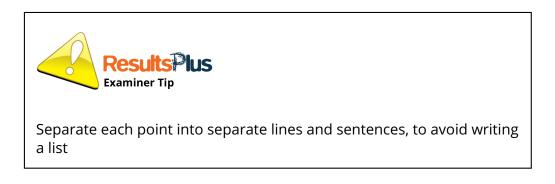
GCSE Religious Studies 1RA0 1C 5

1 (a) Outline three holy books of Islam.

ouran. This was revealed to prophet Muhammad	
TUTAN. This was revealed to prughet Nura	やく ゆうしょう
Inju. Nu was revealed to Jesus.	n an

(3)

The candidate outlines three holy books in three sentences (3). 3 marks



### Question 1 (b)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point1.6. 'Malaikah: the nature and importance of angels for Muslims'.

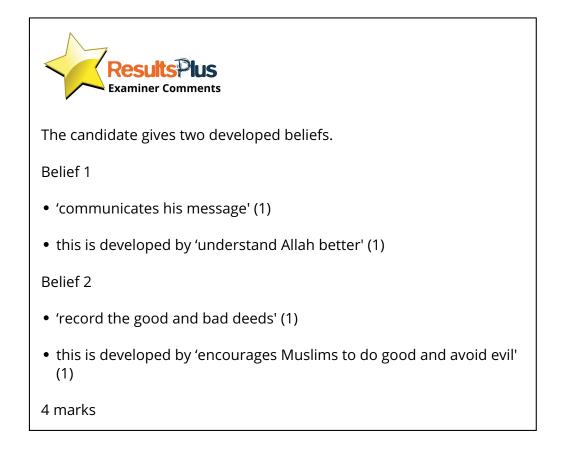
The question asked was:

'Explain two beliefs about angels'.

Candidates are asked to 'Explain two' on (b) items. 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, quotes or examples. The development must be of the reason given and for the question asked.

This question was answered well, with some candidates writing about the nature of angels and others about their roles. Both were acceptable.

(b) Explain <b>two</b> beliefs about angels.	(4)
one belief about angels is that through them	Allah
communicates his messages to the people. This	helps
Muslims understand Allah better.	
Another pe belief about angels is that it is or	reof
the six articles of faith for Sunni Muslims	
Another belief about the angels is that they record	d the
good and bad deeds of every human. This encourage	Muslim them
to do good and avoid evil.	



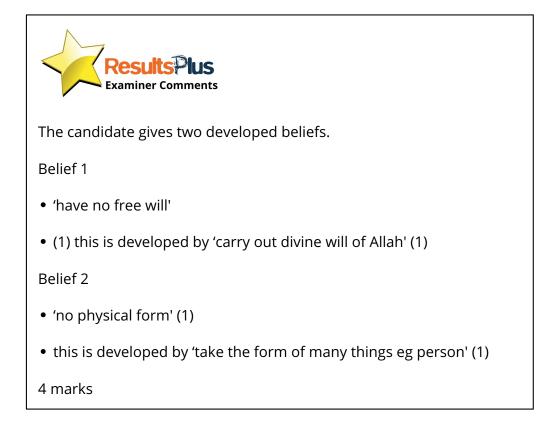


Separate the reasons into two paragraphs

(b) Explain **two** beliefs about angels.

(4)

The angle to have no freewill in Islam. They carry out one divide will of God without asking gressions unlike humans who are free to make bein own decisions. The angles are also said to have no physical form and can take the form of many orings. A we only know mat mey are made of light or hoor. A(cef. person or dove)





### Question 1 (c)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.8. 'Akhirah: Muslim teachings about life after death'

The question asked was:

'Explain **two** Islamic teachings about Akhirah'.

Candidates are asked to 'Explain two' on (c) items. 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, quotes, or examples. The development must be of the reason given and for the question asked.

The reasons 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.

Many candidates had a well-founded understanding of Muslim teachings on judgement, paradise and hell but could not refer to a source of wisdom and authority.

(c) Explain two Islamic teachings about Akhirah.	
In your answer you must refer to a source of wisdom and authority.	
Musline believe that Artirate will happen and	(5)
Muslins believe that Afford will happen and	l no
single person will escape it, every human t	o ever
the will be Present on the Day of Indgement o	nd they
will be reckoned Also, Murlins believe that ever	yong
will be reckaned for their actions and accord	ingly
be rewarded with James or puriched with Ja	haran.
In the Quran it says " the day of judgement, a	alen
you will be paid your wages in full" is	for
your actions.	



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

Teaching 1

- 'Day of Judgement will happen' (1)
- developed by 'no single person will escape it' (1)

Teaching 2

- 'reckoned for their actions' (1)
- developed by 'rewarded with Jannah' (1)
- reference to a source of wisdom Qur'an 'paid your wages in full' (1)

5 marks

61 Scoreching & es win be everyon (c) Explain two Islamic teachings about Akhirah. right doings or jagged right In your answer you must refer to a source of wisdom and authority. bronship provide previoits immediating and wrengeloing (5) (3:17) Akhirah Muslims believe that the Denio LS a everyone will when resilver time pr by Allan and would be judaed mon death on they have spent their life. Those now who naue lined a good lipe away from evic then rewarded With Jannah pe would ones kno have forouned an evil path the super one scorching fines of Jahanam would It is also believed that the Aluiran WILL day that would last the longest De - Eh Q and every soud world orgelapart rything and begg for forgivness. ure also benned that a horn will be blown just bepone



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

Teaching 1

- 'everyone will be ressurected' (sic) (1)
- developed by 'judged on how they have spent their life' (1)
- further developed by reference to a source of wisdom Qur'an 'scorching fire' (1)

Teaching 2

- 'the day that would last the longest' (1)
- developed by 'everyone would forget about everything' (1)

5 marks



The source of wisdom must link to the point being made

### Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are 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 reach the higher levels in the mark scheme.

This type of question is marked from a levels-based mark scheme: marks are awarded according to levels descriptors.

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.7. 'al-Qadr: the nature and importance of Predestination for Muslims; how al-Qadr and human freedom relates to the Day of Judgement, including reference to Sahih Al-Bukhari 78: 685; divergent understandings of predestination in Sunni and Shi'a Islam; the implications of belief in al-Qadr for Muslims today'.

The question asked was:

'Belief in al-Qadr means humans have no choice.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

Please note that, neither in the bullet point, nor in the question, are candidates required to give a non-religious response.

Many candidates provided good answers, giving reasons for and against and citing differences amongst Sunni and Shi'a Muslims, but then did not analyse or evaluate them.

Formulas and writing frames restricted the flow of the arguments and thereby limited candidates' progression to the higher levels.

\*(d) "Belief in al-Qadr means humans have no choice."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Al-Oade deposes the Mushim belief that a Mushim's fate is already decided and that all good and bad is from think. Some believe that this oreans that humans are rendered chiceless, and ever therefore have no precedom in the choice of the way they act. The idea of 'al-Oade' is established in the hadily when Jibraeel (as) cape down to the farth eved, in fithe from of a map and converted with the prophet (som). In the hadily, ballod he (sow) explained that from Mushim's faith is that he believes in 'Oader, that all good and of it from Anal Mushim's faith is that he believes in 'Oader, that all good and of it are from Anal.

This argument appears to be shong because it's supported by a hadilh, which is found in Some of the most authoritic Islancic books, however, in a cheal fact, the argument is weak because withough the beloof is established, the hadith does not establish the depravation of chiles. This is why others will argue against this statement to say that although one must believe in Qade, one skill has the pread-on to act as he pleases. Someone arguing against this statement on the properties in the pread-on to act as he pleases. Someone arguing against this statement on the properties in the pread-on to act as he pleases. Someone arguing against this statement on the properties in the pread-on to act as he pleases that "Acteons are weily, according to interpret (sow) may say that for the pread-on to act as interpret that "Acteons are weily, according to interpret (sow) may say that for the pread-on to act as interpret and that "Acteons are weily, according to interpret (sow) may can that for the pread-on the state through that "Acteons are weily, according to interpret (sow) may can that for the pread-on to act as interpret as an act is individual, and they are directed in the path of his throughts. Therefore this argument can suggest that a person deep have a chaice in the way he acts. This argument is shong be cause it is supported by a hadith, which is seen at the start of many hadith tits is however, as the badith has redirect link to Qade, one could say that the link made between the two in their manner is not enough to prove the chice the humans have been given: This is why the analogy of parents and children is used to mate the Coupt easer to unduritand. Parents will From that if there child liter the red ball, he'll only get the red one, yet they still offer a choice to the child, despite Fring the child's decision. The child shill gets the chance to make a choice. Litewise, Allah shill gives us a chance to choose, whilst knowing what the individual will choose to do.

I believe, that Quadr does not prevent one prom acting by choice, because in a hadita it says 'Every son of Adam is a sonner, and the best of sonners are repeated.' Exp Fathis hadita the human choice & repeat had been highlighted, so Much indicates that although exceptions decided, you are skill able & change certain things, out of your own makine, as one repeate out of choice. And it's also seen that those who make the choice correctly, are the best ones, clearly underliving the abolity everyone hilds h change what has been 'decided'



This response reaches Level 3.

- The candidate uses 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 making judgements supported by some appraisal of the evidence.

This can be seen on the first page but does not continue and the conclusion lacks justification.

The candidate meets the demands of the Level 3 descriptor but does not meet the Level 4 requirements and is therefore awarded a mark at the top end of the Level 3 mark range.

SPaG was awarded 3 marks, in this example, because:

- the candidate spells and punctuates with considerable accuracy
- the candidate uses rules of grammar with general control of meaning overall
- the candidate uses a good range of specialist terms as appropriate

Level 3

9 marks

SPaG: 3 marks

Total: 12 marks

\*(d) "Belief in al-Qadr means humans have no choice."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

Some muslims may agree with the above statement decause Belly un Al oadr means being an predestination. thas already throws what's going to Allah Therefore anonna next, giving thumans to chame no chove charpen everything chas been decided for them belance may also agree with the above statement some muslims Allah abready thas prepared and bicano 顕 planned what is going ito haveren next. This guild NU chumans no choice as in itales away their an do decide now they want to une their in · This chow plan us ponun knowing belief Shows C as knows what's going do mappen. In the guran it says , that Allah has predestined eventhing that us going ito beily allow a means that chumans chance cho Ins if also and shows Gods omnipotence choice with the above statement disagnee Jeme may misum un Al Quar doesn's mean humans charce plcause Ben has predictined Says the choice because Allah that KNOW 5 - at happen energthing but what John gui This means othat muslims have free me inumans

(15)

a decision on none its unice wheir life. They can deade whether othey want to unic a good age and or whither they want to due a sinjul dye. with in al gade dosent take away a Therefore chumans choice # some people may also dragher checause Belij in al eadr means Bely in predestination. This Gelig allows investings to believe that everything chas been written and planned and that Allah unows encrything. This doesn't mean chuman's have no choice In conclusion any strongest argument is any agree paragraph in which it talks about them Build in algoar means chumans charce the doceas it dakes away their free will meaning the opportunity ats anow othern ato make desicions. This is strong as this Paragraph is backed by a source of ausdom, making my argument strong. Mynuaskest argument vo my disagnee point in which it it and about how bely un preductination allows musling to believe that everything charcheen watten and planned. This is a meak argument as othere is no Source of middom ito back my argument up.



This candidate gains Level 3.

- The candidate deconstructs religious information at many points.
- They write coherent and logical chains of reasoning that consider different viewpoints.
- They have made connections among many, but not all, of the elements in the question.
- The candidate constructs coherent and reasoned judgements and appraises evidence, some of which is superficial.
- They write a partially justified conclusion.

The candidate is awarded a mark at the bottom of the mark range for Level 3 because the candidate meets the demands of the level descriptors for Level 2 and attempts to evaluate but this is very basic.

SPaG was awarded 3 marks, in this example, because:

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

Level 3

7 marks

SPaG: 3 marks

Total: 10 marks



The appraisal of evidence required for the higher marks may come at any point in the answer and does not necessarily have to be at the end

### Question 2 (a)

Candidates were assessed on Section Two: Practices. Bullet point 2.5. 'Zakah as one of the Five Pillars and Khums: the nature, role, significance and purpose of Zakah'

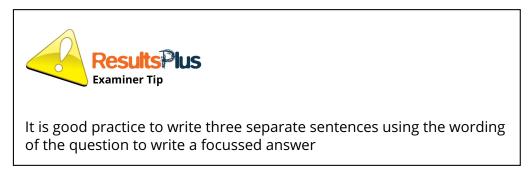
The question asked was:

'Outline three reasons for giving Zakah.'

This question was very well-answered, with most candidates being able to give three reasons for giving Zakah. Candidates were not given credit for stating the amount of Zakah given nor why some may not give Zakah.

2 (a) Outline three reasons for giving Zakah. (3)muslims give zakah to the poor so they can food education and clothes also give zakah so the can get reward mus why mislims give zakah us in the Quran that we show because the prophet zakal





2 (a) Outline three reasons for giving Zakah.

Three mureasons why muslims give 2 what are:

. It is obliged for all muslims to give zakah as it says in the Owran They give zakal to help the poor and USS farrifortunate Muslims are being grateful for Allal giving them money, as a response, is giving it to (Phase Allah) the poor



The candidate outlines three reasons in three sentences.

3 marks

(3)

### Question 2 (b)

Candidates were assessed on Section Two: Practices. Bullet point 2.4. 'Sawm as one of the Five Pillars: the nature, role, significance and purpose of fasting during Ramadan including Surah 2: 183–185; those who are excused from fasting and why; the significance of the Night of Power: the nature, history and purpose of the Night of Power; why Laylat al-Qadr is important for Muslims today'.

Candidates are asked to 'Explain two' on (b) items. 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, quotes, or examples. The development must be of the reason given and for the question asked.

The question asked was:

'Explain two reasons why the month of Ramadan is important to Muslims.'

Many candidates had a good understanding of why Ramadan is important and linked it to Sawm and Laylat al-Qadr.

Candidates should read the question carefully to ensure they are answering the question asked.

In this example the candidate ensures they have linked both reasons back to the focus of the question, Ramadan.

(b) Explain two reasons why the month of Ramadan is important to Muslims. (4) Ramadan is important to Muslimy because it is the month of fashing. Fashing is ery beneficial and good deeds are multiplied 70. Also, fasting is 2 of the 5 pillars so makes Rumadan important. Ramaday contains the Night of Power or aylany addr. This night is equivalent 1000 months and it is a very blessed night. The fact that it is in Lamadan makes it a very blessed month.



The candidate receives full marks and gives two developed reasons.

Reason 1

- 'month of fasting' (1)
- developed by 'good deeds are multiplied' (1)

Reason 2

- 'contains the Night of Power' (1)
- developed by 'equivalent to 1000 months' (1)

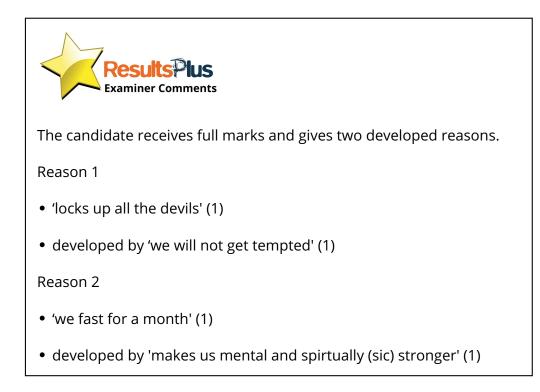
4 marks



Read the question carefully – relate your answer to the focus of the question

(b) Explain two reasons why the month of Ramadan is important to Muslims.

Rammadan is at my important s. Allah for mestimes at becau zonth up the fit all the devils. This ocks good & because we wold not get steel by the derits in this holy month. + Ranaden ه\_\_\_\_ Fast for Ba 200 the from summore t Sundann makes as mental and spirtuelly ronger.



(4)

### Question 2 (c)

Candidates were assessed on Section Two: Practices. Bullet point 2.3. 'Salah as one of the Five Pillars including reference to Surah 15: 98–99 and 29: 45: the nature, history, significance and purpose of Salah for Sunni and Shi'a Muslims'.

The question asked was:

'Explain two reasons why salah is important to Muslims.'

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

This question was answered well by candidates and many could refer to sources of wisdom.

(c) Explain **two** reasons why Salah is important to Muslims.

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

(5)

is very important 6 hustom as it is one Salah Fine Pillars of Irlam, which means dologatory action. All muchines must pray 5 times getting a SMS. Some Alla, it avoid 1 Sayc Establish m surah the ONTAIN 62:1 Bagarah Establish salah (prayer) and gine zakah shans knowne praying is a command from God. Additionally hustin will the thing 9 be guestimed or about Salah Judgement .05 it c.c. sound everything. else will then every This suggests that 100.1 had <del>not</del> the most important acting that - a divident's newsfine annu mult



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

Reason 1

- 'one of the five pillars' (1)
- developed by 'obligatory action' (1)
- further developed by reference to a source of wisdom Qur'an 'Establish salah' (1)

#### Reason 2

- 'the first thing a Muslim will be questioned about' (1)
- developed by 'if it is sound everything else will be good too' (1)



Quotations do not have to be long to receive credit

(c) Explain two reasons why Salah is important to Muslims. In your answer you must refer to a source of wisdom and authority. (5) Salah 'S IMPONAN ONP (PUSA) Mar WW is 15 Y pillars. INIS ON ive MOUNS CON he Show NOV 11 nO SNOWS estrublish salah athich NY 18 MONYIMA they should YOCUS MA Scilah Arother 190501 NEIPS 40 MUSTIMS Mire 15 V/ 211 Allah. the CREWES ING his 0  $GW_{1}$ 0 shours. as UJU ncre SINS.



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

Reason 1

- 'one of the five pillars' (1)
- developed by 'it is compulsory' (1)
- further developed by reference to a source of wisdom Qur'an 'establish salah' (1)

#### Reason 2

- 'unite all Muslims' (1)
- developed by explanation of 'everyone is equal' (1)

#### 5 marks



### Question 2 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are 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 reach the higher levels in the mark scheme.

This type of question is marked from a levels-based mark scheme: marks are awarded according to level descriptors.

Candidates were assessed on Section Two: Practices: Bullet point: 2.6. 'Hajj as one of the Five Pillars: the nature, role, origins and significance of Hajj, including Surah 2: 124–130; 22: 25–30; how Hajj is performed and why Hajj is important for Muslims; benefits and challenges from attending Hajj for Muslims'.

The question asked was:

'Going on Hajj is the best way to show love for Allah.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

Less-able candidates answered a simplistic 'for and against' answer and were not able to achieve the highest marks of Level 2. Candidates that attempted appraisal often repeated more knowledge and could not achieve more than a low Level 3.

Simply stating an argument is strong or weak does not necessarily move a response to Level 3.

Candidates often state more knowledge or add further arguments for or against, which is not a Level 3 response.

There must be appraisal of the argument/evidence and judgements made about the validity of the argument/evidence.

(d) "Going on Hajj is the best way to show love for Allah." Evaluate this statement considering arguments for and against. In your response you should: refer to Muslim teachings reach a justified conclusion. (12)agree with they before Mung the spote ment Massing a live sincer. They believe 18 15 l. A. 1 Lel Sp. 4.0 ing pily in may lid a Luge belieg and weyor lifetine. They also believe 94 0-16 951-9 and MIUNI (111 M Strengthen your fuith 6l (ome 4 on ALLAL . Another nearon it sugreeing with the summert it Replecieving and thinking that actually visiting the holy sites and yines you a every MM 62 believer fuiliting many milli +U pluse Sense that pere a divine bling anonyst ...YNX. are assu - /hir to communicate with ang y Malal  $l + r v \cap g$ as being uble to wisit the Hory place of Augh ang non blanic and important fulned held were priviluge flundere/ other disagree as they might agent some Muchine and age pilysmugl NOF HV. apport 140 bling 711 al ck F0.0 1422 MI 1 ifficen Beirg ill Eravel. û. lok of mergy you anow 1 mll dues 100 10 a of why you are allually there. and rearring This is strony.

for Another argument to support this is that praying at hore or use where has the same importance villiting Hajj, many mollins would argue private paay or commital pray early gen the same deeds as going To may not stay at home and read. This is a neak of mistim agh ment as mary believe yoing to thaij griss gives you a deeper undertanding of its purpose. In conclusion, the strongest orgunality is dringne; he there can be many difficulting your may of attendingy and are not able to resurve. brynnent as not many people and enotionally or fromially (Total for Question 2 = 24 marks) THEU to visit.



The candidate gains 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, some of which may be superficial, leading to a partially justified conclusion.

Level 3

7 marks



Appraise your argument and judge your evidence, in order to achieve a higher level

There must be more robust appraisal of the argument/evidence and judgements made about the validity of the argument/evidence rather than generalisations, to achieve higher marks for appraisal.

(d) "Going on Hajj is the best way to show love for Allah."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)Since Muslines agree with the statement because it shows the devotion of an individual. It shows now they want to be better Muslims for the sure of God and gving Hajj suggests how sime Muslims want a better relationship with Allah. Therefore It is the best way to show love for Aleh. Also, Haji is the last pillar of Tram and this is important for Muslims because the propert did Haji jo the must de it to, because the pupplet (pbvh) is an excellent example for fumans. This shows how Muslins are pipilling acd's command as they are doing this which, for some plusting thap is the best why to show Allah hipthermore, some Muslims believe Hujj is the only Place that unites the Muslim unmah, Muslims from all kind of backgrounds who are visiting the sucred place and doing the ploninage Hajj. This for some Muslims is the best way to show live by Allah because the all these Muslims are here as me puppere which is to woship Allah and become better Muslims. I trink this is a weak argument because there are many ways to show leve for Augh and please Allah. Also, this point is opinion and not backed up by Quinnic venes nust therefore it is a weak print. There are many things that Muslims de testnengthen the relationship with God punning five times a day or fushing net just giving Hun

June plusting may disagree because the pest way to now love to God is by pruying five times a day. This in itself shows you are a devated muslim and it helps you connect with God better and your are pupilling the & second pillar of Illam. time Muslims believe when by puying outahid is the best way to show live for Allah because you are pupilling God command and you being abediant for the supe of Allah. The purpose that God has created humans is said in the Quan, " Thave not created man and Jin except to unship me and by purying Julen you are washipping Allah and therefore for some Nusting this is the best way to show love for Allah. This is a shong any think, this is a shenge anjument because it is if your pny to bud daily this nears your are submitting to him and shews your leve tewards tool because you are doing it for the Juke of Augh. justhermore, this anyment is shing, because it is backed up Quantic by a Quinic vene. The Quin is the wind of Allah therefore it is the highest source of nisclew. In conclusion, 1 think disagree with this statement because

I think there are many ways to show leve for Allah e.g. if you give money to charity by the sake of God. Ithink this is showing leve to God because you are helping his (reation who is less private Theprophet pown souid " yn are need one of us if you eat your full and leave your relighbour hungang". This Saying clearly shows the important of helping athers and it nows your we for Allah (Total for Question 2 = 24 marks) because you are helping other and publicing one of me pillars of Islam.



The candidate gains 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, some of which may be superficial, leading to a partially justified conclusion.

Level 3

7 marks

### Question 3 (a)

Candidates were assessed on Section Three: Sources of Wisdom and Authority. Bullet point 3.2 'The Prophet Muhammad: events in the life of the Prophet including teaching and authority, including his call, work in Makkah and Madinah, the hijrah.'

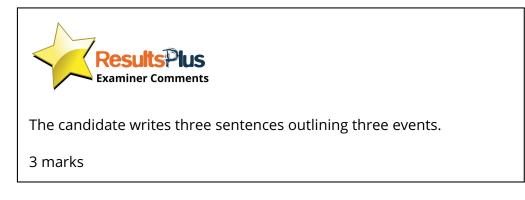
The question asked was:

'Outline three important events in the life of Muhammad.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of three marks.

Many candidates were able to outline important events in the life of Muhammad, although less-able candidates found it difficult to recall three events. Responses referring to the birth or death of Muhammad were not credited.

(a) Outline three important events in the life of Muhammad. 3 (3)men from Malekah to Madirah. prophet recieved prophethead Micaculaus journey to th met Allah and was



#### 3 (a) Outline three important events in the life of Muhammad.

hi Went Important UNP In Muhannad life Plophet UL Way Import Arother Jourly Miht Makah Moltan 4 lation 1017 ħ udinah Una another r ħ Li H of Plophe M N hamma Which MISW 4 War ULUN Λ war (ali Mm 7



The candidate writes three sentences outlining three events. The sentences are in paragraph form.

The night of power, revelation of the Qur'an and receiving prophethood were not credited as separate events.

3 marks

(3)

#### Question 3 (b)

Candidates were assessed on Section Three: Sources of Wisdom and Authority. Bullet point 3.1. 'The Qur'an: the revelation and compilation of the Qur'an including Surah 53:4–18; its significance and authority within Islam today; divergent ways in which the Qur'an is used in the daily life of a Muslim: informal and formal worship, in the home, in the mosque, as a source of teaching and guidance'.

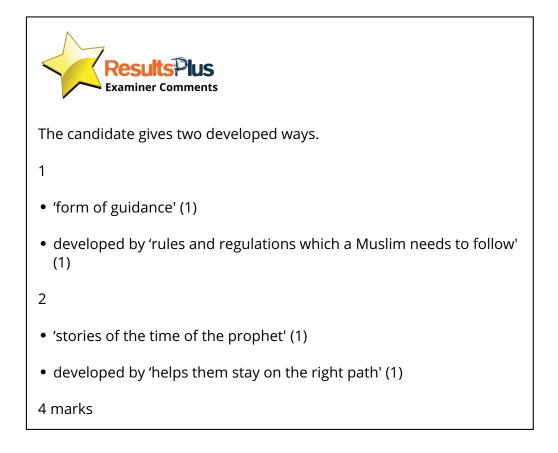
The question asked was:

'Explain two ways the Qur'an helps Muslims in daily life.'

Candidates are asked to 'Explain two' on (b) items. 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, quotes, or examples. The development must be of the reason given and for the question asked.

This question differentiated between candidates who had knowledge of the general importance of the Qur'an and those that could explain its role in daily Muslim life. Candidates who wrote about the status and authority of the Qur'an in general, were not credited, unless this was linked to its role in daily life.

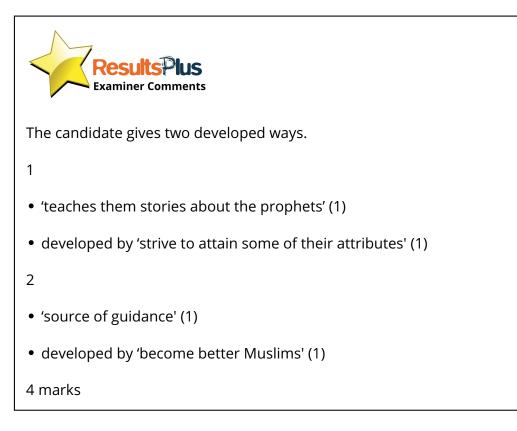
(b) Explain two ways the Qur'an helps Muslims in daily life. (4)Quiran is the words of Allah and it is a form of guidance The nusions. Within the Quran there are ruler which a muslim needs to follow. mix would p-them We a good nighteau life. The on the right path and refrain them . The Quiran contains storics 0f bad . It tells muslime what Allah did to prophet ment against the teachings of Islam. This Muslime heart and helps them stay on the rig Continously thinking about the punishmenter



It is good practice to separate the reasons into two paragraphs.

Keep the focus of the question by using the wording of the question.

(b) Explain <b>two</b> ways the Qur'an helps Muslims in daily life.	
	(4)
The Quan helps Muslims in Heir dauly lives as it teather f	tem sheney
about the Prophets. Muslims can strine to attain some of the attrib	utes theet
pions people (such as the prophets) dusplayed in the Quan	*****
Another way the Quan helps muching in the daily ines is that it	µа
source of guidance. Muylims reade, memorise and interpret th	e Quen
to keep them herome better Muylims	



# Question 3 (c)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 3.3. 'The Seal of the Prophets, Surah 33: 36–47: Muhammad's role as 'Seal of the Prophets'; the final prophet'.

The question asked was:

'Explain two reasons for the importance of Muhammad as the final prophet.'

Candidates are asked to 'Explain two' on (c) items. 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, quotes, or examples. The development must be of the reason given and for the question asked.

The reasons 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.

Less-able candidates found it difficult to write a response focussed on Muhammad as the final prophet.

(c) Explain <b>two</b> reasons for the importance of Muhammad as the final prophet.	
In your answer you must refer to a source of wisdom and authority. (5)	
Muhammad is important as a times prophet	
because he is 'the real of the prophets'	
"Khou a man nabiyun. This show that Allah wont	Jos.
min to be the last pure prophet to quide	
humanity on the right path. # Because he	
is so pure shows that he is an excelled	
rale model for musling to tollow. Another	
reason for his importance is because he	
was given the Quian which has not been	
changed for multing to tollow. He also had	
hadith which muslims still follow today to	
er again a good lifestyle and new erac	
to oberg Allah	



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

Reason 1

- reference to a source of wisdom Qur'an 'seal of the prophets' (1)
- developed by 'last pure prophet to guide humanity' (1)
- further developed by 'an excellent role model' (1)

Reason 2

- 'given the Qur'an' (1)
- this is reverse-developed by 'not been changed for Muslims to follow' (1)



Phrases such as 'seal of the prophets' and 'mercy to mankind' are from the Qur'an and will receive credit as a reference to a source of wisdom

# Question 3 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are 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).

Candidates were assessed on Section Three: 'Sources of Wisdom and Authority. Bullet point 3.6 'Shari'ah Law: how it is agreed upon and the use of analogy (qiyas) and consensus (ijma), including interpretations of Surah 4: 115; its divergence of use by the main schools of Sunni and Shi'a Islam'

The question asked was:

'Shari'ah law is out of date.'

Evaluate this statement considering arguments for and against.

In your response you should:

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

Many candidates wrote good answers giving reasons for and against Shari'ah law being out of date and so achieving the higher marks of Level 2, but not did not analyse or evaluate the validity of the arguments or evidence.

Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the higher levels.

#### \*(d) "Shari'ah law is out of date."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- · refer to different Muslim points of view
- reach a justified conclusion.

Some musiims would agree that the shorid h law is our of date because it is formed from Prophet Muhammad, hadith, Guran and early scholars which denotes how the information in the law isn't modernised. This is Important because it doesn't apply to todays modern raciety so therefore People don't Obey it. This is a weak argument because this law was formed by the Buran which is the unalterable word of and so there rules shill apply to moniford boday is lift's Porraying a similar merrage from the Buran and obey the laws of religion.

(15)

However, many other muning would disagree with this state ment and say the shariah law is formed on the basis of the sunnah of the prophet, the hadith the auton and early scholars which were all extremely knowledgeble in terms of religion so therefore it's not out of date as the reachings are universal and everlasting. This is a convincing argument as the shariah is formed on the basis of reliable On the other hand, mussions agree with this statement, they would state how the shortah law doern't line to modern society in any way and people should obey the laws of the land they live is which is encouraged in from. This is an significantly strong argument as the shortah law could cause people to face difficulties if if doern't follow the countries rules which are more up to date with todays generation.

Whereas However, the munime that disagree with this sharement would say the sharidh law teacher munime the right and wrang or religion and there munime the right and wrang or religion and there northing which needs to be modernised. This Man argument however is significantly weakened by the argument that you should obey the laws of the land you live in to avoid contrict between People.

In conclusion, the more competing argument is that the sharlah law is our dated and don't apply to modern day fairly ony more and people should rather about their countrier system of law to avoid them getting involved in conflict. (Total for Question 3 = 27 marks)



The candidate gains Level 3 because:

- The candidate uses 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 and the arguments given, the conclusion lacks justification.

The candidate meets all the demands of the Level 2 descriptor but does not fully meet the Level 3 requirements and is therefore awarded a mark in the middle of the mark range.

SPaG was awarded 3 marks, in this example, because:

- The candidate spells and punctuates with considerable accuracy.
- The candidate uses rules of grammar with general control of meaning overall.
- The candidate uses a good range of specialist terms as appropriate.

8 marks

SPaG: 3 marks

Total: 11 marks



One way of appraising is to explain a viewpoint, and then evaluate its validity and why other Muslims may not accept this as a valid point

One way to improve (d) responses is to prepare candidates to argue not that the statement is true or false but why the reasons given 'for' can be disputed by the alternative opinion.

Why does one group of Muslims say one thing and the other group says their argument is not valid, or is weak?

\*(d) "Shari'ah law is out of date."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(15)Some Muslims may agree with this Statiment because Some of the punishments Olloge mentioned en the Shariah Law Can Seen as brital ON barbane They see these methods at a outdated because in modern Society there are other of puningmeans ment that are less viclent, The falle jail Sentences and imprisonment. They may also argue that the methods used in the shana Law Scare the citizens of the community and partray Islam a Vident religion. This is quite a weak argument because countries like the USA still have the death penalty for major crimes, and they are ner being called out dated Violent. Furthermore, the violent nethods countined Shariah Law only Te PC  $\alpha$ ane used as and is therefore biased to mention that Sharigh Taw is outdated.

Other Muslims May disagree and argue theit of the and outlines rules dress code and moral benavil

Many of the ruling stated in the Shariah law are we very relavent today. Further more, the Sharich law sharp closely connects to the law of the land is many & weren countries. For example, murder is puninable by death is counter other countries. and each such as stealing and adultry are morally and socially incorrect. Due to this, the Shavia'h law is not seen as outdated for countless Musums, even those who see live in western, non-Mussim countries. This is a strong argument as Muslims are able to fullow the Quran teachings "Follow those in authinty amongst you" even when living in a countries where they letan is the minerity religion due to the relavence and remitarity between Shariah and the law of the Land. If there are such Semilarities between Shariah and modern laws, can it really be dassed as out dated?



The candidate gains Level 3 because:

- The candidate uses 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 and the arguments given, the conclusion lacks justification.

The candidate meets all the demands of the Level 2 descriptor but does not fully meet the Level 3 requirements and is therefore awarded a mark at the middle of the mark range.

SPaG is awarded 3 marks, in this example, because:

- The candidate spells and punctuates with considerable accuracy.
- The candidate uses rules of grammar with general control of meaning overall.
- The candidate uses a good range of specialist terms as appropriate.

8 marks

SPaG: 3 marks

Total: 11 marks

# Question 4 (a)

Candidates were assessed on Section Four: Forms of Expression and Ways of Life. Bullet point 4.1. 'Muslim identity: divergent ways in which Muslim identity is expressed through the ummah in the ceremonies to welcome a child'.

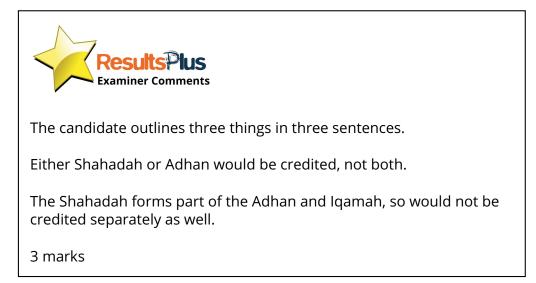
The question asked was:

'Outline three things that happen at a Muslim birth ceremony.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of three marks.

This question was answered well by candidates, with many candidates able to recall three things.

(a) Outline **three** things that happen at a Muslim birth ceremony. (3)1) The baby of given a numbri name, to help it a keep it identity and to head or phasen - the amount of hew means the amount you give to the change zoon it read is be babies ear so it is the first word of Mahi.



Development is not needed on 'a' items.

4 (a) Outline three things that happen at a Muslim birth ceremony. (3) The head 0 0 nairea Pr theea un ł aughter ß £N  $\cap$ C  $\mathcal{P}$ SY



### Question 4 (b)

Candidates were assessed on Section Four: Forms of Expression and Ways of Life. Bullet point 4.2. 'The mosque: divergent understandings of importance of the mosque.'

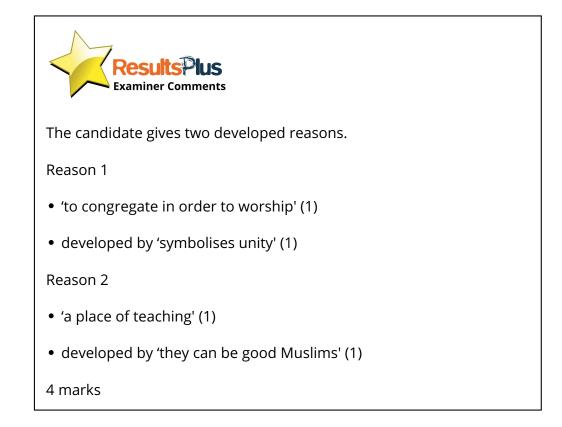
The question asked was:

'Explain two reasons why the mosque is important.'

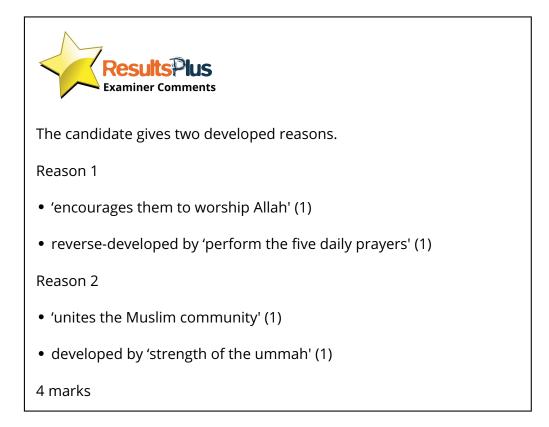
Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote, or examples. The development must be of the reason given and for the question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

This question was answered well and many candidates were able to refer to religious and social reasons for the importance of the mosque.

(b) Explain <b>two</b> reasons why the mosque is important.	(4)
- The musque is a place of worship for Muslims	(4)
to congregate in order to worship Allah as an Umr	,
which symbolises unity as Muslims, and that a	e they
are all equal under the Allah.	
The mosque is also used as a place of tea mostly for younger Muslim children to learn a the religion of Islam and beel doser to Allo that when they grow up they can be good a and watering to teach the religion to bettee generations.	about 6 10 Muslims



(b) Explain two reasons why the mosque is important. (4)The masque (massid) is a place where murling go to perform the five daily prayers. This is important to Musting as it encourages then to work of Attach as there is a set place for worship Also arother & reason the morger is important is that it unites the new muchin community, which is important as it shows the strength of the unnah. Also having wasques in the UN is important as it presse allows Martime to feel as it they have a place to worship.





#### Question 4 (c)

Candidates were assessed on Section Four: Forms of Expression and Ways of Life. Bullet point 4.4. 'Shi'a obligatory actions: understandings and implications of encouraging others to do good (Amr bil Maruf) including Surah 42: 23–26; discouraging others from doing bad (Nahy Anil Munkar), Tawallah and Tabarra; Love for the Prophet Muhammad and his family and disdain for their enemies; divergent understandings of their importance for Muslims in different traditions of Islam today'.

The question asked was:

'Explain two reasons why obligatory actions are important in Shi'a Islam.'

Candidates are asked to 'Explain two' on (c) items. 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, quotes, or examples. The development must be of the reason given and for the question asked.

The reasons 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.

This question was answered in two ways. Some candidates gave general reasons why obligatory actions are important to Shi'a Muslims. Other candidates explained why a specific obligatory action was important. Both ways were credited.

This example shows that it is not necessary to write extensively to achieve full marks on (c) items.

(c) Explain two reasons why obligatory actions are important in Shi'a Islam. In your answer you must refer to a source of wisdom and authority. (5)bory acts are important to Connetment Mixon worship W Agto GO Khuns which is used to relique su distants.

	Results lus Examiner Comments	
	The candidate gives one developed reason and another developed reason with reference to a source of wisdom.	
	Reason 1	
	• 'commitment through actions' (1)	
	• developed by 'show devotion to God' (1)	
	Reason 2	
	• 'promote a harmonious and peaceful society' (1)	
	<ul> <li>developed by reference to a source of wisdom Qur'an 'know that one fifth of battle gains' (1)</li> </ul>	
	• further developed by 'relieve suffering and poverty' (1)	
	5 marks	
	lain <b>two</b> reasons why obligatory actions are important in Shi'a Islam.	
in yo	our answer you must refer to a source of wisdom and authority. (!	5)
The of	ligatory action are inportant is shine love	~~
مه کې	in show they form the basis of Shie	
Irlen.	Each act is done to show one's	- 11
connit	brent to Allah. Also, two of the actions - &	
enterro	ging good and particleting evil help to encourage	ja
a set	e connunity which brings people together. I	L Kle
Qua	it says "Believing men and worker support one	
another	. They encourage good and fortid evil."	



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

Reason 1

- 'basis of Shi'a Islam' (1)
- developed by 'one's committment (sic) to Allah' (1)

Reason 2

- 'help to encourage a safer community' (1)
- developed by 'brings people together' (1)
- further developed by reference to a source of wisdom Qur'an 'Believing men and women support one another. They encourage the good and forbid the evil' (1)

5 marks

### Question 4 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are 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).

Candidates were assessed on Section Four: Forms of Expression and Ways of Life. Bullet point 4.1. 'the origins, categories and significance of the laws of halal and haram; how they are applied to laws of food and drink, and riba (usury).'

The question asked was:

'It is not difficult to follow the laws of halal and haram today.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion

Those candidates achieving the higher marks of Level 2 were able to give good reasons for and against the statement but did not analyse or evaluate the validity of the arguments or evidence.

Formulas and writing frames restricted the flow of the arguments limiting candidates' progression to the higher levels.

Less-able candidates wrote isolated responses at Level 1 that often only referred to a simplistic understanding of halal and haram food.

Simply stating an argument is strong or weak does not necessarily move a response to Level 3.

Often, candidates state more knowledge or add further arguments for or against, which is not Level 3.

There must be appraisal of the argument/evidence and judgements made about the validity of the argument/evidence.

Aga for (d) "It is not difficult to follow the laws of halal and haram today." + lins : shan is easy to 12 moled ír. and g Hout found Evaluate this statement considering arguments for and against. a modest clothing Sant "Illow Ac 9.9 is not In your response you should: - the lord ~ pale 4 proken and con refer to Muslim teachings mal .. "Field of Surice is be endly ia a por you. lak dder reach a justified conclusion. food 150 " cover your wend / busons. sylance & henry (12) during Some Muslims may agree with the statement and Say we live in a Saciety where it is easy to access halal products such as near and therepore we non halal food products In to consume have ha reason Quean it State that We have made the pleth of Swine forbidden for you, therefore there is a clear message for Mulling to only eat what has been made permissible for them I sa chis argument is strong as Huslins are made anare the cullage put in place when it comes to the consumption of certain poods. Eurthermore, those agreeing with the statement would say that is not hard to dress modelity, & it is a means g men protection 19 common both and manep: The quesas addedies KARARA ... to want to cover their heads and basans, so it is mident that a Muslim women shauld protect her harnor and beauty. This argument could be classed & as strong, but it is also weak ta Same extent on Similar to day to statege the in are all to be sound or when and Assallas many builtin bonen to practice their deligion fragety by dressing the hald made the

Mariever those who disagree with the statement may say that living a non Muslim country makes it expremely difficult for a two lim to completely follow the lows of Haid and Maram today. For example, interest is seen as haran, but many countries follow interest paricise that are ineritable for a newlin. The Quan States to "Idlaw the laws of the land that which you live in" & the Muslim The all not be purited as they are pulaing. Allah in ordedy walk in S. angerack Strag. In addition, these disagreeing with the statement may ell july hand be heavy social information of Mulin restrict them from completely paraing the laws of Malad and Marcon to its pullest. Big barding and in a flow and the second and and the second of the second secon rel.....kxxx.L likely to be benopled into committing star and more mot fault nander this agreement 13 mean because a trac believe would conain consistent with this pails regardlast of surrandly temptations. Overally the stronger argument cauld be said to be the disagracy aur responses. This is because Allah is onest met ight were used knows and brue intentions, and that use do not pully de haran rather it is the land in which we give that ultimately puts in the insiteday situation of emmitting Allah .che. (Total for Question 4 = 24 marks) will yudge us.



The candidate gains 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, some of which may be superficial, leading to a partially justified conclusion.

7 marks

One way to improve (d) responses is to prepare candidates to argue why one group of Muslims says one thing and the other group say their argument is not valid, or is weak.

(d) "It is not difficult to follow the laws of halal and haram today."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

Many Multing would agree with this statement as the Quran is a clear guide on what is permitted and what is prohibited. Therefore it is easy to be aware of the what to avoid and what they can enjoy. This argument could be strengthened by the fact that masking boliese islam teaches that God has made evenything lawful with the few exceptions of what he has made unlawful with the few exceptions of what he has made unlawful rather than the other way round of a rebuilt, this teaches Muslims to be more appreciative of the things God has allowed them to do and restrain from doing haram acts.

However, many million would spose this idea as they would argue mat in countries whe there china, people are forced to do haraan things and it is extremely difficult for them to practice meir Religion my is strengthened by the argument that not all contries are accepting of the muslim faith and they which result in them being too forced to go against their etingly, this idea could be weakened by the fact that majority of places like the UK, have in a way, have made it eaper for multim to differentiate between

baial and harraam. For example, there are labell on certain food to inform people of the ingredients and whether it is suitable for vegans. Therefore Multin are able to early avoid contuning harraan substances and can freely east what is confidered hald writight any womes.

some multims could havever, argue that the set at time progresses, It is getting more and more difficult to abide by the laws of halal and harram missis a valid point as constraints have has become more accepting of homosexuality and relationships outrie of manage - ms a resourt which are forbidder in Islam ms a reput, it is difficult for multim to reprove from buch acts as it is now confidered a nom.

To conclude, attrange it has become much more difficult to for practice the laws of hald and haram islam teaches that the greatest whad is the battle within ones coul therefore. God knows the intertion of his creation and as a result aslong of the muslim are fin with what they believe and only fear their Lord then to follow.



The candidate gains 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, some of which may be superficial, leading to a partially justified conclusion.

7 marks

#### **Paper Summary**

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

- Do not attach extra sheets to your examination paper; write within the booklet pages using the blank space
- When answering the (a) items use three full sentences
- The source of wisdom offered to support answers in (c) items must be relevant to the question and support the reason given
- The (d) items asks for evaluation, after considering the evidence. The higher grades are achieved if the evidence/reason given is 'considered' or appraised for its value as an argument as part of deciding the evaluation
- On (d) items the bullet points indicate the viewpoints that can be awarded in the answer, so candidates must respond to all aspects of the question to achieve the higher marks
- Candidates should read the questions carefully, to ensure that the answer relates to the question asked.

## **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

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