

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)

Quran is the word of Allah given to Mohammed (Pbuh).

Towrah is the word of god given to Prophet Moses, also known as Tawrat.

Injil is the word of Allah given to Prophet Isa (Jesus) also known as Bible.



The candidate outlines three holy books in three sentences.

3 marks



Candidates will be credited for the Arabic/Muslim name of holy books or Judaeo-Christian name

1 (a) Outline **three** holy books of Islam.

(3)

Quran. This was revealed to prophet Muhammad

Torah. This was revealed to Prophet Nura

Inji. This was revealed to Jesus.



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

3 marks



Separate each point into separate lines and sentences, to avoid writing a list

## Question 1 (b)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.6. '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 **two** 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 belief about angels is that it is one of the six articles of faith for Sunni Muslims~~

Another belief about the angels is that they record the good and bad deeds of every human. This encourages <sup>Muslim</sup> ~~them~~ to do good and avoid evil.



The candidate gives two developed beliefs.

Belief 1

- 'communicates his message' (1)
- this is developed by 'understand Allah better' (1)

Belief 2

- 'record the good and bad deeds' (1)
- this is developed by 'encourages Muslims to do good and avoid evil' (1)

4 marks



Separate the reasons into two paragraphs

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

(4)

The angels have no free will in Islam. They carry out the divine will of God without asking questions unlike humans who are free to make their own decisions.

The angels are also said to have no physical form and can take the form of many things. We only know that they are made of light or noor.

(e.g. person or dove)





The candidate gives two developed beliefs.

Belief 1

- 'have no free will'
- (1) this is developed by 'carry out divine will of Allah' (1)

Belief 2

- 'no physical form' (1)
- this is developed by 'take the form of many things eg person' (1)

4 marks



Giving examples is a good way of developing an answer

## Question 1 (c)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.8. 'Aakhirah: 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.

(5)

Muslims believe that <sup>Day of Judgement</sup> ~~Aakhirah~~ will happen and no single person will escape it, every human to ever live will be present on the Day of Judgement and they will be reckoned. Also, Muslims believe that everyone will be reckoned for their actions and accordingly be rewarded with Jannah or punished with Jahannam. In the Quran it says "the day of judgement, when you will be paid your wages in full" i.e. 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

## Scorching fires of hell

(c) Explain **two** Islamic teachings about Akhirah.

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

~~Worship~~ ~~prayer~~ prohibits immorality and wrongdoing (5) (3:17)

• everyone will be judged on right doings or wrong

Muslims believe that the Akhirah is a period of time when everyone will be resurrected from death by Allah and would be judged on how they have spent their life. Those who have lived a good life away from evil then they would be rewarded with Jannah, however the ones who have followed an evil path would suffer the "scorching fires of Jahanam". It is also believed that the Akhirah will be the day that would last the longest and every soul would be forgetful about everything and beg for forgiveness. It is also believed that a horn will be blown just before



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 be 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-Qadr defines the Muslim belief that a Muslim's fate is already decided and that all good and bad is from Allah. Some believe that this means that humans are rendered choiceless, and ~~are~~ therefore have no freedom in the choice of the way they act. The idea of 'al-Qadr' is established in the hadith when Jibreel (as) came down to the Earth and, in the form of a man and conversed with the prophet (saw). In the hadith, ~~he~~ he (saw) explained that <sup>from</sup> a Muslim's faith is that he believes in 'Qadr, that all good and bad <sup>of it</sup> are from Allah.

This argument appears to be strong because it's supported by a hadith, which is found in some of the most authentic Islamic books, however, in actual fact, the argument is weak because although the belief <sup>is</sup> established, the hadith does not establish the deprivation of choice. This is why others will argue against this statement to say that although one must believe in Qadr, one still has the freedom to act as he pleases. Someone arguing against this statement may say that ~~the prophet (saw)~~ <sup>by the prophet (saw)</sup> has mentioned elsewhere in the ~~Quran~~ <sup>hadiths</sup> that "Actions are, verily, according to intentions." This can clearly define one's choice as intentions are made by the individual, and they are directed in the path of his thoughts. Therefore, this argument can suggest that a person does have a choice in the way he acts. This argument is strong because it's supported by a hadith, which is seen at the start of many hadith books, however, as the hadith has no direct link to Qadr, one could say that the link made between the two in this manner is not enough to prove the choice that humans have been given.

This is why the analogy of parents and children is used to make the concept easier to understand.

Parents will know that if their child likes the red ball, he'll only get the red one, yet they still offer a choice to the child, despite knowing the child's decision. The child still gets the chance to make a choice. Likewise, Allah still gives us a chance to choose, whilst knowing what the individual will choose to do.

I believe that Qadr does not prevent one from acting by choice, because in a hadith it says 'Every son of Adam is a sinner, and the best of sinners are repenters.' In this hadith the human choice to repent has been highlighted, so Allah indicates that although everything is decided, you are still able to change certain things, out of your own nature, as one repents out of choice. And it's also seen that those who make the choice correctly, are the best ones, clearly underlining the ability everyone holds to 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.

(15)

Some Muslims may agree with the above statement because belief in Al Qadr means belief in predestination.

Therefore Allah ~~has~~ already knows what's going to happen next, ~~giving~~ <sup>allowing</sup> humans to have no choice because everything has been decided for them.

Some Muslims may also agree with the above statement because ~~the~~ ~~the~~ Allah already has prepared and planned what is going to happen next. This gives humans no choice as it takes away their free will ~~to~~ to decide how they want to live their life. This belief shows <sup>us</sup> how ~~Allah is all knowing~~ <sup>Allah is all knowing</sup> as he ~~is~~ ~~is~~ knows what's going to happen. In the Quran it says, that 'Allah has predestined everything that is going to happen.'

This belief ~~show~~ ~~to~~ means that humans have no choice and <sup>if also</sup> shows God's omnipotence.

Some Muslims may disagree with the above statement because belief in Al Qadr doesn't mean humans have no choice because Allah says 'that he ~~knows~~ <sup>has predestined</sup> what is going to happen everything but has given humans free will'. This means that Muslims have

a decision on how to live their life. They can decide whether they want to live a good life ~~or~~ or whether they want to live a sinful life. Therefore ~~that~~ <sup>belly</sup> in al qadr doesn't take away a human's choice.

# Some people may also disagree because Belly in al qadr means Belly in predestination. This belly allows muslims to believe that everything has been written and planned and that Allah knows everything. This doesn't mean human's have no choice.

In conclusion my strongest argument is my agree paragraph in which it talks about ~~how~~ Belly in al qadr means humans have no choice as it takes away their free will, meaning the opportunity to allow them to make decisions. This is strong as this paragraph is backed by a source of wisdom, making my argument strong. My weakest argument is my disagree point in which it talks about how belly in predestination allows muslims to believe that everything has been written and planned. This is a weak argument as there is no source of wisdom to 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 get food, education and clothes.

muslims also give zakah so the can get reward

another reason why muslims give zakah is

because it says in the Quran that we should give charity and because the prophet used to give

zakah.



The candidate outlines three reasons in three sentences.

3 marks



It is good practice to write three separate sentences using the wording of the question to write a focussed answer

2 (a) Outline **three** reasons for giving Zakah.

(3)

Three reasons why muslims give zakah are:

- It is obliged for all muslims to give zakah as it says in the Quran
- They give zakah to help the poor and less fortunate
- Muslims are being grateful for Allah giving them money, as a response, they are giving it to (please Allah) the poor.



The candidate outlines three reasons in three sentences.

3 marks

## 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 muslims because ~~to~~ it is the month of fasting. Fasting is very beneficial and good deeds are multiplied by 70. Also, fasting is 1 of the 5 pillars so this makes Ramadan important.

Ramadan contains the Night of Power, or 'Laylatul Qadr'. This night is equivalent to 1000 months and it is a very blessed night. The fact that it is in Ramadan 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.

(4)

Ramadan is a very important month for Muslims because Allah locks up ~~at~~ ~~at~~ all the devils. This is good because we will not get tempted by the devils in this holy month. ~~Ramadan~~ Ramadan is a month when we fast for ~~30~~ ~~30~~ days a month from sunrise to sundown. This makes us mental and spiritually stronger.



The candidate receives full marks and gives two developed reasons.

Reason 1

- 'locks up all the devils' (1)
- developed by 'we will not get tempted' (1)

Reason 2

- 'we fast for a month' (1)
- developed by 'makes us mental and spiritually (sic) stronger' (1)

## 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)

Salah is very important to Muslims as it is one of the Five Pillars of Islam, which means it is an obligatory action. All Muslims must pray 5 times a day to avoid getting a SMS. ~~It says~~ Also, it says in the Quran (2:43) ~~Establish~~ in surah Baqarah & "Establish salah (prayer) and give zakah" This shows Muslims the praying is a command from God. ~~Additionally~~ Furthermore, the first thing a Muslim will be questioned ~~or~~ about on the Day of Judgement is salah. If it is sound, everything else will be good too. ~~if it is not, then every~~ This suggests that salah is one of the most important actions that a Muslim's life must revolve around.



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)

One reason why salah is important is that it is one of the five pillars. This means it is compulsory to do it and it should not be missed. In the Quran it is mentioned "establish salah" which shows Muslims they should focus on salah.

Another reason is it helps to unite all Muslims in glorifying Allah. This creates the effect that everyone is equal and it shows everyone getting humble before him as well as purifying their 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



Separating reasons into two paragraphs is good practice

## **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)

Many Muslims agree with the statement as they believe it is one of the five pillars. They believe ~~that~~ going to pilgrimage is a huge belief and everyone should try to go once in their lifetime. They also believe going there ~~can~~ strengthens your faith and allows you to become closer to Allah.

Another reason is agreeing with the statement is ~~believing~~ believing and thinking that actually visiting the holy sites earns a higher reward and gives you a very religious experience. Many Muslims believe visiting the place gives you a ~~good~~ sense that there is a divine being amongst you who you are able to communicate with. This is a strong argument as being able to visit the Holy place of Arafat and being where most Islamic and important events held were a privilege.

However others disagree as they might argue some Muslims are not able to afford the cost of pilgrimage as it is too expensive. Also being ill can be difficult to travel as it requires a lot of energy. Being ill and not in your senses doesn't allow you to have a deeper understanding and reasoning of why you are actually there. This is a strong

~~Arg~~ Another argument to support this is that praying at home or elsewhere has the same importance as visiting Hajj. Many Muslims would argue private pray or communal pray earn you the same deeds as going so why not stay at home and read. This is a weaker argument as many Muslims believe going to Hajj gives you a deeper understanding of its purpose.

In conclusion, the strongest argument is disagreeing as there can be many difficulties blocking your way of attending and are not able to resolve.

Argument as not many people are emotionally or financially able to visit.

(Total for Question 2 = 24 marks)





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)

Some Muslims agree with the statement because it shows the devotion of an individual. It shows how they want to be better Muslims for the sake of God and going Hajj suggests how some Muslims want a better relationship with Allah. Therefore, it is the best way to show love for Allah. Also, Hajj is the last pillar of Islam and this is important for Muslims because the prophet did Hajj so they must do it too, because the prophet (pbuh) is an excellent example for humans. This shows how Muslims are fulfilling God's command as they are doing Hajj which, for some Muslims Hajj is the best way to show love for Allah. Furthermore, some Muslims believe Hajj is the only place that unites the Muslim Ummah, Muslims from all kinds of backgrounds who are visiting the sacred place and doing the pilgrimage Hajj. This for some Muslims is the best way to show love for Allah because all these Muslims are here for one purpose which is to worship Allah and become better Muslims. I think this is a weak argument because there are many ways to show love for Allah and please Allah. Also, this point is just an opinion and not backed up by Quranic verses therefore it is a weak point. There are many things that Muslims could do to strengthen the relationship with God e.g. praying five times a day or fasting not just going Hajj.

Some Muslims may disagree because the best way to show love to God is by praying five times a day. This in itself shows you are a devoted Muslim and it helps you connect with God better and you are fulfilling the ~~is~~ second pillar of Islam. Some Muslims believe ~~that~~ by praying salah, it is the best way to show love for Allah because you are fulfilling God's command and you bring obedient for the sake of Allah. The purpose that God has created humans is said in the Quran, "I have not created man and Jin except to worship me" and by praying salah you are worshipping Allah and therefore for some Muslims this is the best way to show love for Allah. ~~This is a strong arg~~ I think, this is a strong argument because ~~it is~~ if you pray to God daily this means you are submitting to him and shows your love towards God because you are doing it for the sake of Allah. Furthermore, this argument is strong because it is backed up ~~Quranic~~ by a Quranic verse. The Quran is the word of Allah therefore it is the highest source of wisdom.

In conclusion, I ~~think~~ disagree with this statement because, I think there are many ways to show love for Allah e.g. if you give money to charity for the sake of God. I think this is showing love to God because you are helping his creation who is less fortunate. The prophet pbuh said "you are not one of us if you eat your fill and leave your neighbour hungry". This saying clearly shows the importance of helping others and it shows your love for Allah because you are helping others and fulfilling one of the pillars of Islam.

(Total for Question 2 = 24 marks)



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.

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

(3)

Hijrah - Journey from Makkah to Madinah.  
Nubuwwah - When the prophet recieved prophethood  
Miraj - ~~the~~ Miraculous journey to the heavens  
where he met Allah and was gifted  
with salah.



The candidate writes three sentences outlining three events.

3 marks

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

(3)

One important event in the life of prophet Muhammad was the night journey. Another important event was the migration from Makah to Madinah and another important event in the life of the prophet Muhammad was the night of power in which the Quran was revealed to him.



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

### 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)

The Quran is the words of Allah and it is a form of guidance for Muslims. Within the Quran there are rules and regulations which a Muslim needs to follow. This would then help them live a good, righteous life. The Quran helps Muslims stay on the right path and refrain them from doing bad. The Quran contains stories of the time of the prophet. It tells Muslims what Allah did to those who went against the teachings of Islam. This puts fear within Muslims heart and helps them stay on the right path as they are continuously thinking about the punishments.



The candidate gives two developed ways.

1

- 'form of guidance' (1)
- developed by 'rules and regulations which a Muslim needs to follow' (1)

2

- 'stories of the time of the prophet' (1)
- developed by 'helps them stay on the right path' (1)

4 marks

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

(4)

The Quran helps Muslims in their daily lives as it teaches them stories about the prophets. Muslims can strive to attain some of the attributes that pious people (such as the prophets) displayed in the Quran.

Another way the Quran helps Muslims in their daily lives is that it is a source of guidance. Muslims recite, memorise and interpret the Quran to help them become better Muslims.



The candidate gives two developed ways.

1

- 'teaches them stories about the prophets' (1)
- developed by 'strive to attain some of their attributes' (1)

2

- 'source of guidance' (1)
- developed by 'become better Muslims' (1)

4 marks

### 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 **two** 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 final prophet because he is 'the seal of the prophets.' 'Khataman nabiyyin'. This shows that Allah wanted him to be the last pure prophet to guide humanity on the right path. ~~Because~~ Because he is so pure shows that he is an excellent role model for Muslims to follow. Another reason for his importance is because he was given the Quran which has not been changed for Muslims to follow. He also had hadith which Muslims still follow today to ~~gain~~ gain a good lifestyle and how exactly to obey 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.

(15)

Some muslims would agree that the shariah law is out of date because it is formed from prophet Muhammad, hadith, quran and early scholars which denotes how the information in the law isn't modernised. This is important because it doesn't apply to today's modern society so therefore people don't obey it. This is a weak argument because this law was formed by the quran which is the unalterable word of god so those rules still apply to mankind today as it is portraying a similar message from the quran and obey the laws of religion.

However, many other muslims would disagree with this statement and say the shariah law is formed on the basis of the sunnah of the prophet, the hadith, the quran and early scholars which were all extremely knowledgeable in terms of religion so therefore it's not out of date as the teachings are universal and everlasting. This is a convincing argument as the shariah is formed on the basis of reliable

sources which will never go out of date

On the other hand, Muslims agree with this statement, they would state how the shariah law doesn't link to modern society in any way and people should obey the laws of the land they live in which is encouraged in Islam. This is a significantly strong argument as the shariah law could cause people to face difficulties if it doesn't follow the countries rules, which are more up to date with today's generation.

~~Whereas~~ <sup>Whereas</sup> the Muslims that disagree with this statement would say the shariah law teaches Muslims the right and wrong of religion and there's nothing which needs to be modernised. This ~~was~~ argument however is significantly weakened by the argument that you should obey the laws of the land you live in to avoid conflict between people.

In conclusion, the more compelling argument is that the shariah law is out dated and doesn't apply to modern day society anymore and people should rather obey their countries 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 statement because some of the punishments mentioned in the Shariah Law can be seen as brutal or barbaric. They see these methods as outdated because in modern society there are other means of punishment that are less violent, such as jail sentences and imprisonment. They may also argue that the methods used in the Shariah Law may scare the citizens of the community and portray Islam as a violent religion. This is quite a weak argument because countries like the USA still have the death penalty for major crimes, and they are not being called out-dated or violent. Furthermore, the violent methods outlined in the Shariah Law are only to be used as a last resort and is therefore biased to mention that Shariah Law is outdated.

Other Muslims may disagree and argue that Shariah Law is a way of life and outlines rules for every thing, such as dress code and moral behavior.

Many of the ruling stated in the Shariah law are ~~are~~ very relevant today. Furthermore, the Shariah law ~~that~~ closely connects to the law of the land in many ~~of~~ western countries. For example, murder is punishable by death in countless other countries, and acts such as stealing and adultery are morally and socially incorrect. Due to this, the Shariah law is not seen as outdated for countless Muslims, even those who ~~live~~ live in western, non-Muslim countries. This is a strong argument as Muslims are able to follow the Quran teachings "Follow those in authority amongst you" even when living in ~~a~~ countries where ~~the~~ Islam is the minority religion due to the relevance and similarity between Shariah and the law of the land. If there are such similarities between Shariah and modern laws, can it really be classed as outdated?

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.

4 (a) Outline **three** things that happen at a Muslim birth ceremony.

(3)

1) The baby is given a muslim name; to help it ~~of~~ keep its identity and to stay muslim.

2) The head of shaven - the amount of hair means the amount you give to the charity

3) The azan is read in the babies ear so it is the first word they hear  
or Allahu.



The candidate outlines three things in three sentences.

Either Shahadah or Adhan would be credited, not both.

The Shahadah forms part of the Adhan and Iqamah, so would not be credited separately as well.

3 marks

Development is not needed on 'a' items.

4 (a) Outline **three** things that happen at a Muslim birth ceremony.

(3)

The head of the baby is shaved to present new life and purity.

The adhan is recited in the ear of the baby to highlight the child is muslim and born in a muslim family.

An animal is slaughtered for the sake of thanking Allah for such a blessing (amount of animal depends on gender)



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The candidate outlines three things in three sentences.

3 marks

## 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 **two** reasons why the mosque is important.

(4)

The mosque is a place of worship for Muslims to congregare in order to worship Allah as an Ummah, which symbolises unity as Muslims, and that ~~we~~ they are all equal under ~~the~~ Allah.

The mosque is also used as a place of teaching, mostly for younger Muslim children to learn about the religion of Islam and feel closer to Allah so that when they grow up they can be good Muslims and continue to teach the religion to further generations.

The candidate gives two developed reasons.

Reason 1

- 'to congregate in order to worship' (1)
- developed by 'symbolises unity' (1)

Reason 2

- 'a place of teaching' (1)
- developed by 'they can be good Muslims' (1)

4 marks

(b) Explain **two** reasons why the mosque is important.

(4)

The mosque (masjid) is a place where Muslims go to perform the five daily prayers. This is important to Muslims as it encourages them to worship Allah as there is a set place for worship.

Also another reason the mosque is important is that it unites the Muslim community, which is important as it shows the strength of the ummah. Also having mosques in the UK is important as it allows Muslims to feel as if they have a place to worship.





The candidate gives two developed reasons.

Reason 1

- 'encourages them to worship Allah' (1)
- reverse-developed by 'perform the five daily prayers' (1)

Reason 2

- 'unites the Muslim community' (1)
- developed by 'strength of the ummah' (1)

4 marks



The reason can be given after the development and is credited

## 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)

The five obligatory acts are important to Shi'as because they are a way of showing ~~commitment~~ commitment through actions. Salah and Hajj for example are forms of worship which shows devotion to God spiritually. Another reason why they are important is because they promote a harmonious and peaceful society. 'Know that one-fifth of your battle gains belongs to orphans and travellers' is an ayah that describes Khums which is used to relieve suffering and poverty and distress.

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)
- developed by reference to a source of wisdom Qur'an 'know that one fifth of battle gains...' (1)
- further developed by 'relieve suffering and poverty' (1)

5 marks

(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)

The obligatory actions are important in Shia Islam as ~~they show~~ they form the basis of Shia Islam. Each act is done to show one's commitment to Allah. Also, two of the actions - encouraging good and forbidding evil help to encourage a safe community which brings people together. In the Quran it says "Believing men and women support one another. They encourage good and forbid 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 be 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.

(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.

For  
→ halal meat is easy to be found.  
→ modest clothing is not a problem and can be easily found too.  
"Flesh of Swine is forbidden for you" "cover your head/bosom".

Against  
→ living in a non-Muslim country makes it harder for people to find halal meat.  
e.g. if there is a heavy influence of Christianity, let me explain (12)

Some Muslims may agree with the statement and say we live in a society where it is easy to access halal products such as meat and therefore we ~~cannot~~ have no reason to consume non-halal food products. In the Quran it states that "we have made the flesh of swine forbidden for you", therefore there is a clear message for Muslims to only eat what has been made permissible for them, and this argument is strong as Muslims are made aware of the rulings put in place when it comes to the consumption of certain foods.

Furthermore, those agreeing with the statement would say that it is not hard to dress modestly, as it is a means of protection for ~~women~~ both <sup>men</sup> and women. The Quran addressed to women to "cover their heads and bosoms", so it is evident that a Muslim woman should protect her honour and beauty. This argument could be classed as strong, but it is also weakened some extent as in today's society the increase in racism and social pressure disallows many Muslim women to practice their religion properly by dressing the halal, modest way.

However those who disagree with the Statement may say that living in a non-Muslim country makes it extremely difficult for a Muslim to completely follow the laws of Halal and Haram today. For example, interest is seen as Haram, but many countries follow interest policies that are inevitable for a Muslim. The Quran states to "follow the laws of the land that which you live in" & the Muslim will not be punished as they are following Allah's words, making this argument strong.

In addition, those disagreeing with the statement may see judgment the heavy social influences upon a Muslim restrict them from completely following the laws of Halal and Haram to its fullest. By having negative influences around you, a Muslim is more likely to be tempted into committing sin, and may not be at fault. However this argument is weak because a true believer would remain consistent with their faith regardless of surrounding temptations.

Overall, the stronger argument could be said to be the disagreeing responses. This is because Allah is ~~the~~ <sup>our</sup> most merciful creator and knows our true intentions, and that we do not wish to openly do haram, rather it is the land in which we live in that ultimately puts in the inevitable situation of committing haram. Allah is the most forgiving, and the only ultimate Judge who will judge us.

(Total for Question 4 = 24 marks)



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 Muslims 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 ~~muslims believe~~ Islam teaches that God has made everything lawful with the few exceptions of what he has made unlawful rather than the other way round. As a result, this teaches Muslims to be more appreciative of the things God has allowed them to do and restrain from doing haram acts.

However, many Muslims would oppose this idea as they would argue that in countries like ~~the~~ China, people are forced to do haram things and it is extremely difficult for them to practice their Religion. This is strengthened by the argument that not all countries are accepting of the Muslim faith ~~and that~~ which results in them being ~~too~~ forced to go against their Religion. Contrastingly, this idea could be weakened by the fact that majority of places like the UK, ~~as~~ in a way, have made it easier for Muslims to differentiate between

halal and haram. For example, there are labels on certain food to inform people of the ingredients and whether it is suitable for vegans. Therefore Muslims are able to easily avoid consuming haram substances and can freely eat what is considered halal without any worries.

Some Muslims could however, argue that the ~~it~~ as time progresses, it is getting more and more difficult to abide by the laws of halal and haram. This is a valid point as ~~each~~ <sup>society</sup> have has become more accepting of homosexuality and relationships outside of marriage ~~as a result~~ which are forbidden in Islam. As a result, it is difficult for Muslims to refrain from such acts as it is now considered a norm.

To conclude, although it has become much more difficult to ~~for~~ practise the laws of halal and haram, Islam teaches that the greatest jihad is the battle within ones soul. Therefore, God knows the intention of his creation and as a result as long as ~~the~~ Muslims are firm with what they believe and only fear their Lord then <sup>the</sup> halal and haram laws will be made easy for them 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>

