

Examiners' Report
June 2019

GCSE Religious Studies 1RA0 4B

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Introduction

The paper contributes 25% towards the overall award. The assessment consists of two questions, candidates must answer both questions.

The details of the assessment content is provided in the specification. Centres are to use this rather than other published resources when planning the course content.

The standard of candidate responses was similar to previous series, although some candidates were able to use the advice from last year to achieve level 3 on (d) questions. However, some candidates were not as successful when answering questions on the prophets; some confusing the details of the lives of the various prophets mentioned in the Qur'an. Where candidates did answer these well, they used their knowledge of the Qur'anic stories appropriately.

Question 1 (a)

Candidates were assessed on section one: beliefs and teachings of Islam, specifically bullet point 1.3 - 'the 99 beautiful names of Allah found in the Qur'an'.

Candidates are asked to 'outline' on (a) items and therefore, lists can reach a maximum of one mark. Any further development is not required.

Candidates are advised to write three different points, in three different sentences. One mark is awarded for each sentence identifying one correct piece of information.

This question was answered very well with candidates referring to a variety of the 99 names from the Qur'an.

This candidate is awarded 3 marks.

1 (a) Outline **three** of the 99 beautiful names of Allah in the Qur'an.

(3)

One of the 99 beautiful names of Allah in the Quran is Alkhaaliq, the creator.
Another one of the 99 beautiful names of Allah in the Quran is Ar rahman, the most merciful.
One other beautiful name of Allah in the Quran is Ar ~~R~~raheem, the most kind.



The candidate outlines three of the 99 names in three sentences (3).



Both the English or Arabic version of the 99 names is credited.

This candidate is awarded 3 marks.

One of the beautiful names in the Quran is Al-rahman which means most kind.

Another of the beautiful names in the Quran is Al-rahim which means most merciful.

Another of the beautiful names in the Quran is Al-Khaliq which means creator.



The candidate outlines three of the 99 names in three sentences (3).



It is advisable to use the question wording to write full sentences, this then keeps the answer focused on the question being asked.

Question 1 (b)

Candidates were assessed on section one: beliefs and teachings of Islam, specifically bullet point 1.2 - 'the oneness of Allah in Surah Al-Anaam (6: 13-24): what this means to an understanding of Allah, how this is reflected in worship; its significance for Muslims today.

Candidates are asked to 'explain' and offer two reasons on (b) items. Therefore, both need to be fully 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 relate to the reason given and to the question asked.

This question differentiated between candidates who had knowledge of how the oneness of Allah affects Muslim life, and those who know the beliefs about the oneness of Allah. General beliefs about Allah's oneness could not be credited unless they were linked to how they affected Muslim life. Candidates must be taught the full depth and breadth of the specification content.

This candidate is awarded 4 marks.

(b) Explain **two** ways the belief in the oneness of Allah affects the life of a Muslim.

(4)

Belief in oneness of Allah affects the life of a Muslim as they would know not to put anything before Allah so they would only pray and believe in Allah. ~~not take part in shirk~~

Belief in the ~~one~~ oneness of Allah also affects the life of a Muslim because it teaches them to not take part in shirk, which is idolising something. They wouldn't ~~idolise~~ ^{see} ~~idolise~~ anything as their ~~to~~ idol as Allah is One and He is the ~~is~~ Creator.



The candidate gives two developed ways.

Way one: 'not to put anything before Allah' (1), this is developed by 'only pray and believe in Allah' (1).

Way two: 'not take part in shirk' (1), this is developed by 'they wouldn't see anything as their idol' (1).



It is advisable to separate the points into paragraphs.

This candidate is awarded 4 marks.

One way the belief in the oneness of Allah affects the life of a Muslim is that Muslims cannot have any images of people or living things as this can lead to Shirk which is an unforgiving sin and going against the oneness of Allah.

Another way the belief in the oneness of Allah affects the life of a Muslim is that they have to pray five times a day to show how they only worship one God Allah and this can interrupt their daily routine.



The candidate gives two developed ways.

Way one: 'cannot have any images' (1), this is developed by 'this can lead to shirk' (1).

Way two: 'pray five times a day' (1), this is developed by 'show how they only worship one God' (1).

Question 1 (c)

Candidates were assessed on section one: beliefs and teachings of Islam, specifically bullet point 1.5 - 'creation...the role of humanity as vicegerent/khalifah'

Candidates are asked to 'explain' and offer two reasons 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 to the question asked.

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

This question was not answered particularly well, with many candidates struggling to give two developed reasons. Some interpreted khalifah as one of the four Rightly Guided successors to Muhammad, which was awarded as an alternative response, but only where it answered the question. Centres should teach the whole depth and breadth of the specification content using the exam board published specification for guidance.

This candidate is awarded 5 marks.

- (c) Explain **two** reasons why the belief in humans as ^{stewards} khalifah is important for Muslims today.

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

(5)

One reason this is ~~im~~ important for Muslims today is because society today has changed. It is important for a Muslim to remember to look after Allah's creation, the earth. Allah has commanded Muslims to take care of ~~his~~ the earth as Muslims it's their ~~duty~~ duty.

Another reason is because Allah had declared Adam (as) as the first khalifah. ~~As~~ As his children ~~are~~ Muslims must follow his footsteps and obey Allah by taking care ~~of~~ of the earth.



The candidate gives two developed teachings with no reference to a source of wisdom.

Teaching one: 'look after Allah's creation' (1), this is developed by 'commanded Muslims to take care of the earth' (1).

Teaching two: 'Adam (as) as the first khalifah' (1), this is developed by 'follow his footsteps' (1).



Candidates can write answers that are developed more than once, but without a source of wisdom they cannot be credited further.

The candidate gives two developed teachings.

one reason why the belief in humans as khalifah is important to muslims today is because they believe Allah is the Creator of the universe ~~there~~ and it's a gift given to muslims as it's Allah's creation therefore, they believe it is their duty and responsibility to care of everything on earth as the Quran mentions various times to respect all of Allah's creations.

Another reason why the belief in humans as khalifah is important to muslims is because it has been mentioned in a Surah in the Quran how muslims have been given a higher position than Angels therefore, it is their duty to take care of the environment and animals as muslims have been regarded as higher in position and more important.



Teaching one: 'it's a gift given to Muslims' (1), this is developed by 'duty and responsibility to care' (1).

Teaching two: reference to a source of wisdom Qur'an, 'higher position than Angels' (1), this is developed by 'duty to take care of the environment and animals' (1).



The reference to a source of wisdom in the first paragraph is too vague.

It is acceptable in the second paragraph but must be developed twice for full marks.

Question 1 (d)

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

The question is 'evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates provided excellent responses giving reasons for and against but did not then analyse or evaluate them.

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

Candidates were assessed on section one: beliefs and teachings of Islam, specifically bullet point 1.8 - 'how Shari'ah law might be understood in divergent ways in different traditions of Islam; Muslim responses to non-religious arguments (including atheist and Humanist) which suggest that religious observance, such as following Shari'ah, can be seen to be unnecessary.'

Please note that the bullet point within the question required candidates to include a non-religious point of view. Candidates must respond to the question asked.

Candidates must refer to the Qur'an to achieve beyond level 2 on this paper.

This candidate was awarded level 3 and was awarded 7 marks.

*(d) "Shari'ah law should still be followed today."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to the Qur'an
- refer to non-religious points of view
- reach a justified conclusion.

For	Against
- the law of Qur'an	- it's barbaric
- "follow those in authority amongst you"	- "it's inhuman"
	- "everything we need in Qur'an"

(15)

Some may agree with the statement. This may be because Shari'ah law is the law derived from the Quran. Therefore, a muslim not following it today would be like not following the Quran and its teachings which would lead a muslim to Hell. Furthermore, Shari'ah law takes into consideration all aspects or situations regarding certain topics. For example, it states to "follow the law of the land". This is important and highly relevant ~~and~~ as a result portraying how it should still be followed today. Continuing on this, in the Quran it states "follow those in authority amongst you". ~~to~~ ~~that~~ Muslims have minimal guidance so in this situation the authority would be the Quran which initially is the basis of Shari'ah law.

However, some may disagree. This may be because from a non-religious ~~app~~ point of view it could be viewed as barbaric and inhumane. Laws like the chopping of hands ~~are~~ to ~~the~~ punish a thief maybe viewed this way. So, they are extreme, and no

longer have a place in today's society. Furthermore some terms are irrelevant today, or made void by a contradicting point. ^{for example,} In contrast to ~~the~~ the point previously mentioned, following "the law of the land" as a top priority prevents other laws like hand chopping being carried out. Moreover, the Quran was revealed many years ago and as a result can not be relevant to today's society so, ~~shari'ah~~ shari'ah law shouldn't be followed today.

To conclude, I agree with the statement as I believe the shari'ah law contains fundamental rulings for a muslim. ~~Some~~ Rulings such as praying Salah, fasting in the month of Ramadan and giving charity. ~~However,~~ Here ~~is~~ the stronger argument is the agree argument as it is supported by Quranic evidence which is divine knowledge ~~and~~ ^{that} can not be false. Overall, I understand why some would disagree as some parts are outdated and can't be followed today. However, this is why ~~for~~ things such as Ijma an Qiyas have been made. During this, people search the Quran for answers to relevant problems today. The disagree arguments can be counter-argued; so, as a result I agree with the argument.



The candidate gained level 3 because they use an accurate understanding of religion and belief to develop reasoning which addresses the issues raised by the statement. This is presented in an accurate and coherent way. Logical chains of reasoning are identifiable on both sides of the argument. The candidate is starting to make judgements supported by some appraisal of the evidence, this can be seen at the end of the first page but does not continue and the conclusion lacks justification. The candidate meets the demands of the level 2 descriptor but does not fully meet the level 3 requirements and is therefore awarded at the lower end of the mark range.

Spelling, punctuation and grammar 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 appropriately.



The appraisal of evidence required for the higher marks may come at any point in the answer and doesn't necessarily have to be at the end.

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

This candidate was awarded level 3 and was awarded 7 marks.

* (d) "Shari'ah law should still be followed today."

Evaluate this statement considering arguments for and against.

A	D
· less crime	· outdated

In your response you should:

- refer to the Qur'an
- refer to non-religious points of view
- reach a justified conclusion.

(15)

- Some people may agree as it reduces crime rates due to the harsh punishments. For example, 'cut the hand off of a thief.' It is a brutal punishment but it scares people to not want to steal preventing crime so, it should be followed today. However, Shari'ah law is harsh but fair as although it says 'cut the thief hand' it is also just 'unless to feed a starving baby.' Shari'ah law is harsh but just ~~to~~ causing a reduction of crime making it relevant to society thus it should be followed today. I agree with this view as the point of the law is to reduce crime while being fair. Shari'ah law is fair and does reduce crime so, it should be followed. Also, it has Quranic evidence to justify its point of view and the Quran is the best authority for a Muslim.

• However, some people may disagree as Shari'ah law is outdated and not relevant to society today. For example; Muslims don't agree with homosexuals and Shari'ah law requires this to be 'stoned to death'. From a non-religious view point it would be cruel and

wrong to do that. Especially nowadays the LGBTQ Society is expanding. To follow Sharia law today, ~~that~~ would cause an uprising and upset, which ~~that~~ could cause crime to increase instead of reduce. I disagree with this view as it is not just Muslims that disagree with homosexuals and not the main ^{point} ~~part~~ of Sharia law. Sharia law is made just for crime to use one view against it would be unfair. Also, because Sharia law is made from the Quran it is not bias so, the law ~~that~~ wouldn't be corrupted like in new society. To just use the homosexual ^{point} view against it would be wrong as the point is to reduce crime ~~not~~ at a larger scale.

To conclude, after evaluation I agree with the statement as Sharia law is fair and equal and full fills what a law should do, reduce crime, which is shown in countries that follow Sharia law like Saudi that has a low crime rate thus, it should be followed today.



The candidate gained level 3 because they use an accurate understanding of religion and belief to develop reasoning which addresses the issues raised by the statement. This is presented in an accurate and coherent way. Logical chains of reasoning are identifiable on both sides of the argument. The candidate is starting to make judgements supported by some appraisal of the evidence, this can be seen at the end of each argument where the candidate attempts to evaluate the validity of the point being made but does not continue and the conclusion lacks justification. The candidate meets the demands of the level 2 descriptor but does not fully meet the level 3 requirements and is therefore awarded at the lower end of the mark range.

Spelling, punctuation and grammar 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 appropriately.



Simply stating an argument is strong or weak does not necessarily move a response to level 3. Neither does simply stating more knowledge or adding further arguments for or against. There must be appraisal of the argument/evidence and judgements made about the validity of the argument/evidence.

Question 2 (a)

Candidates were assessed on section two: lives of the prophets and others, specifically bullet point 2.2 - 'the Prophet Ibrahim: the events of his life and teachings in the Qur'an; his importance as a messenger of Allah; his example of living in submission to the will of Allah; Ibrahim's characteristics'.

Candidates are asked to 'outline' on (a) items and therefore, lists can reach a maximum of one mark. Any further development is not required.

Candidates are advised to write three different points, in three different sentences. One mark is awarded for each sentence identifying one correct piece of information.

This candidate was awarded 3 marks.

2 (a) Outline **three** characteristics of Ibrahim as shown in the Qur'an.

↳ detail .

(3)

One characteristic is being full of faith during all trials and tribulations.

Another is being loyal to the teachings of Allah, as shown when he destroyed the idols.

One final is honesty as shown when he explained the dream he had to his son Ismael (as).



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



It is important to write in three separate sentences. Development is not needed on (a) items.

This candidate is awarded 3 marks.

In the Quran it ^{shows} ~~says~~ that Ibrahim (A.s) was patient (when ~~his~~ ^{he had} ~~bro~~ to leave his wife and son in the desert). It also ^{shows} ~~says~~ that he is a true believer (~~be~~ when he had to sacrifice his son). It also ^{shows} ~~says~~ that he is hardworking as he built the Kabah, brick by brick.



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

Question 2 (b)

Candidates were assessed on section one: lives of the prophets and others, specifically bullet point 2.7 - 'the Prophet Isa... his importance as a messenger of Allah especially in the Injil'.

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

This question was answered well, with many candidates able to refer to events of Prophet Isa's life in order to explain his importance to Muslims.

This candidate is awarded 4 marks.

(b) Explain two reasons why the prophet Isa is important for Muslims.

(4)

Prophet Isa is important because his ~~not~~ birth was a miracle so ~~it~~ ~~show~~ he shows Allah's powers.

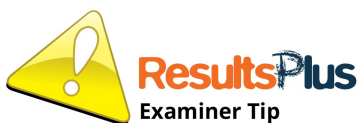
Prophet Isa is also important because, the Bible got reveiled to him and this contained guidance for his people to follow.



The candidate gives two developed reasons:

Reason one: 'birth was a miracle' (1), developed by 'shows Allah's power(1).

Reason two: 'Bible got reveiled to him' (1), developed by 'guidance for his people to follow' (1).



Answers do not have to be long. As long as they are developed they will achieve the marks.

This candidate is awarded 4 marks.

A reason why Isa (aw) is important for Muslims is

because he was born without a biological father.

This ~~shows his~~ ^{is important for Muslims,} because it shows ~~his~~

Allah's strength and power.

Another reason why Isa (aw) is important for Muslims

is because he preached the Injeel (Bible). This is

important for Muslims ~~as it shows~~ ^{must believe} the Injeel as

one of the holy books.



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The candidate gives two developed reasons.

Reason one: 'without a biological father' (1), developed by 'shows Allah's strength and power' (1).

Reason two: 'preached the Injeel' (1), developed by 'one of the holy books' (1).



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Examiner Tip

It is advisable to separate the points into paragraphs.

Question 2 (c)

Candidates were assessed on section two: lives of the prophets and others, specifically bullet point 2.5 - 'the Prophet Dawud: the events of his life and teachings in the Qur'an; his importance as a messenger of Allah'.

Candidates are asked to 'explain' and provide two reasons on (c) items. Therefore, both reasons need to be fully 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 to the question asked.

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

The question was answered well by many candidates who referred to events from his life as mentioned in the Qur'an, in order to show his importance. Less successful candidates were unable to refer to a source of wisdom.

This candidate is awarded 5 marks.

(c) Explain **two** reasons why Dawud's example is important for a Muslim today.

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

(5)

One reason why Dawud's example is important is because he always kept faith in God so God gave him a kingdom and wisdom. This suggests that if Muslims be good then Muslims will be treated with good deeds and tidings.

Another reason why prophet Dawud's example is important is because he led his people in the kingdom ~~the~~ the way God wanted them to he even followed the labour which was sent down to him. This reminds Muslims that they should follow what the holy books say and do as God says. As that will get them closer to God.



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

Reason one: 'always kept faith in God' (1), this is developed by reference to a source of wisdom, the Qur'an, 'God gave him a kingdom and wisdom' (1). It is further developed by 'Muslims will be treated with good deeds and tidings' (1).

Reason two: 'followed the Zabur' (1), this is reversely developed by 'led his people in the kingdom the way God wanted them to' (1).



The development can come before the reason and will be credited.

This candidate is awarded 5 marks.

One reason why Dawud (A.S) example is important for Muslims today is because he had trust in Allah. when he was defeating Jalut (goliath) even though he was physically stronger than him. In the Quran it says 'Dawud defeated Jalut'. He has trust in Allah to help him and was fearless in front of him.

Another reason why Dawud (A.S) example is important for Muslims today is because he still obeyed Allah and worshipped him even after he became king when Talut (raul) died. From this we learn to turn to Allah no matter where we are and how we are.



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

Reason one: 'trust in Allah' (1), this is developed by 'even though he was physically stonger' (1). It is further developed by reference to a source of wisdom, the Qur'an, 'Dawud defeated Jalut' (1).

Reason two: 'even after he became king' (1), this is developed by 'turn to Allah no matter where we are and how we are' (1).

Question 2 (d)

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

The question is 'evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates gave excellent responses and offered reasons for and against, but did not then analyse or evaluate them. Formulas and writing frames restricted the flow of the arguments, which then restricted candidates' progression to the higher levels.

Candidates were assessed on section two: lives of the prophets and others, specifically bullet point 2.8 - 'beliefs and teachings about Muhammad and his preaching of Islam in response to the command of Allah (Surah 26: 213–217) and its significance for Muslims today: the divergent ways in which Muslims might interpret the command to invite others to submission to Allah'.

Please note that, neither in the bullet points nor in the question, are candidates required to give a non-religious response. Candidates must respond to the question asked.

Candidates must refer to the Qur'an to achieve beyond level 2 on this paper.

This candidate was awarded level 3 and was awarded 7 marks.

(d) "No religious group should try to convert others to its beliefs."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to the Qur'an
- reach a justified conclusion.

(12)

Some people might agree with the statement and say that no religion should try and convert others because in the Qur'an it tells Muslims to respect other people's religions and their beliefs therefore they should accept each other's beliefs and not try and force someone to try and convert into your belief. This is a strong argument as it fights why people shouldn't try to convert others while using a Quranic verse.

However, some people may disagree and say that if you are friends with someone of a different faith and you think that they will go to hell by being a disbeliever and you try and convert them that's fine as you are trying to save their soul burning in the fire of hell. This is a strong argument and one that's shared by a lot of people.

However, some people may argue the above point and say that some people will feel uncomfortable around someone who keeps trying to convert them to another faith, they might feel like they are not accepted therefore they may feel like they are being forced into something they don't want which isn't allowed in any religion. This is a strong argument as it explains and explains how some people might feel after being constantly told they will go to hell.

However, some people may argue the above point and say that in the Quran it says "invite preach and spread knowledge" meaning that Muslims will believe that going out and teaching others about Islam will simply bring them to eventually convert to Islam anyway therefore trying to convert people isn't wrong at all but simply trying to guide someone. This is a strong argument as it shows how Muslims feel and what they were told to do. It states in the Quran that even though the way they act can change a person's religion or faith.

Overall, I feel like the against points were a lot stronger and they had more evidence from the Quran to support it therefore I disagree with the statement and say that giving out and spreading knowledge is completely different to forcing the religion upon upon a person, one is simply giving people an option whereas the other makes one feel uncomfortable and may be even ~~forced~~ scared to be around such people. Therefore, I disagree with the statement.



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The candidate gained level 3 because they use an accurate understanding of religion and belief to develop reasoning which addresses the issues raised by the statement. This is presented in an accurate and coherent way. Logical chains of reasoning are identifiable on both sides of the argument. The candidate is starting to make judgements supported by some appraisal of the evidence, this can be seen at the end of each argument where the candidate attempts to judge the strength or weakness of the argument being presented but this is very basic. The candidate meets the demands of the level 2 descriptor but does not fully meet the level 3 requirements and is therefore awarded at the lower end of the mark range.



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Simply stating an argument is strong or weak does not necessarily move a response to level 3. Similarly, neither does simply stating more knowledge or adding further arguments for or against. There must be appraisal of the argument/evidence and judgements made about the validity of the argument/evidence.

This candidate is awarded level 3 and is awarded 7 marks.

(d) "No religious group should try to convert others to its beliefs."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to the Qur'an
- reach a justified conclusion.

MARK	DMARK
- US a person own for choice	- explains the importance of Dawah
- could be classed as harassment (12)	- "preach the words of Allah"

Some may agree with the statement. This may be because conversion of religions is a important decision that a person should be able to make alone. Trying to convert people may be viewed as force ~~and~~ as a result being counter productive as this may put off people willing to convert. Furthermore, one term in jihad (striving) is to not force people to convert, this may highlight to a muslim ~~that~~ how attempting to convert a person is ~~not~~ (prohibited) and frowned upon. Indicating reasons for agreeing. Moreover, ~~in today's society~~ most religions believe in a sense of ~~free will~~ predestination. This could portray that if it is God's plan then a person will convert and it is not the duty of a human to attempt to do this. This is indicated in the verse "Did they not realise that if God had so willed he could've made ~~the~~ all of creation believe"

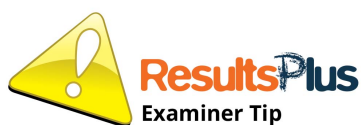
However, some may disagree with the statement. This may be because it is a muslims duty to help other people. This could be derived from the source of wisdom "the ummah (believing people) is like one body, if one part hurts

the other will feel its pain". Continuing on this the Prophet Muhammad (pbuh) used to spend his time ~~convert~~ preaching and as a result converting people to Islam. If the Prophet (pbuh) did this it makes the act of converting people a Sunnah. which, as mentioned in the prophet's last sermon, is required for a mission to be on the right path. Furthermore, predestination can be argued with the point of free will. God has given people choice so creation is relied upon to preach and try to convert people.

To conclude, I disagree with the argument as I strongly believe, as a Muslim, it is our duty to help and guide people. The stronger argument here is the ~~agree~~ disagree argument as it is supported with divine Quranic evidence and prophetic teachings. I understand why some would agree as in some cases it may come across as a type of harassment however I still believe Muslims and other religious groups alike have a duty to the rest of the world to preach and attempt to convert other religions.



The candidate gained level 3 because they use an accurate understanding of religion and belief to develop reasoning which addresses the issues raised by the statement. This is presented in an accurate and coherent way. Logical chains of reasoning are identifiable on both sides of the argument. The candidate is starting to make judgements supported by some appraisal of the evidence, this can be seen at the end the first page but does not continue and the conclusion lacks justification. The candidate meets the demands of the level 2 descriptor but does not fully meet the level 3 requirements and is therefore awarded at the lower end of the mark range.



The appraisal of evidence required for the higher marks may come at any point in the answer and doesn't necessarily have to be at the end.

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.

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 spaces.
- When answering the (a) questions use three full sentences.
- The source of wisdom offered to support answers in (c) questions must be relevant to the question and support the reasons given.
- The (d) questions ask for an evaluation after considering the evidence. Higher marks are achieved if the evidence/reasons given, is/are 'considered' or appraised for their value as an argument.
- On (d) questions the bullet points indicate the viewpoints that will be credited in the answer, so candidates must respond to all aspects of the question.
- It is important to refer to the Qur'an on (d) questions on this paper in order to achieve beyond level 2.
- Candidates should read the questions carefully in order to ensure that their answer fully responds to the question being 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>

