



# **Examiners' Report**

## **June 2022**

**GCSE Religious Studies A 1RA0 1C**

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## Introduction

Introduction GCSE (9-1) Religious Studies Religious Studies A Paper 1C: Area of Study 1 – Study of Islam (Paper code: 1RA0/1C)

The paper contributes to 50% of the overall award.

The assessment consists of four questions and candidates must answer all 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.

This area of study comprises a study in-depth of Islam as a lived religion in the United Kingdom and throughout the world.

There are four sections:

- Beliefs and Teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression and Ways of Life

Candidates studied Islam within the context of the wider British society.

Please note: AO stands for 'Assessment Objective', SPaG stands for 'Spelling, Punctuation and Grammar'

## Question 1 (a)

### Candidates were assessed on Section One: Beliefs and Teachings.

Bullet point 1.2 The five roots of 'Usul ad-Din in Shi'a Islam (Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah (Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection): the nature, history and purpose of the five roots with reference to their Qur'anic basis, including Surah 112 (the oneness of Allah); the importance of these principles for different Shi'a communities today, including Sevener and Twelver.

The question asked was: 'Outline **three** reasons the five roots of 'Usul ad-Din' are important for Shi'a communities today.'

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

GENERIC advice for centres to what constitutes a list.

Outline 3 characteristics of Allah:

Allah is creator (1 mark)

Allah is creator , judge and lawgiver (1 mark for list or sentence)

Allah is creator , busy and distant (1 mark for the sentence identifying one correct piece of information)

Creator, judge, lawgiver (1 mark for list)

Creator, busy, distant (0 Marks)

Candidates should write in three separate sentences: this ensures correct responses are credited fully and avoids losing marks for writing in list format.

1 (a) Outline **three** reasons the five roots of 'Usul ad-Din are important for Shi'a communities today.

(3)

One reason why the roots of usul-ad-din is important is because it is a foundation of belief for them

Another reason is because it differentiates them from Sunni Muslims.

Another reason is because without it, <sup>they believe</sup> Shi'a are not Muslim and it's complete in faith.



**ResultsPlus**  
Examiner Comments

The response achieves full marks because the candidate answers in three sentences.

Total: 3 Marks

## Question 1 (b)

### Candidates were assessed on Section One: Beliefs and Teachings.

Bullet point 1.1 The six Beliefs of Islam: their nature, history and purpose, including Kitab al-iman 1: 4; how they are understood and expressed in Sunni and Shi'a Muslim communities today; the importance of these principles for Muslims.

The question asked: 'Explain **two** purposes of the Six Beliefs of Islam.'

Development may be extra information, extra reasoning, quotes or examples. It must link to the point being made.

(b) Explain **two** purposes of the Six Beliefs of Islam.

(4)

One purpose is that it shows muslims that there is only one God. This is important because ~~without~~ without the ~~belief~~ belief in Tawhid ~~to~~ you can't be a muslim.

Another purpose is to remind muslims about the ~~to~~ Angels. This is important because they will be encouraged to live good lives knowing ~~that~~ the Angels are ~~writing~~ on their shoulders are writing all their deeds down.



**ResultsPlus**  
Examiner Comments

The candidate gives two developed purposes.

- Purpose one 'only one God' (1) is developed by 'can't be a Muslim' (1)
- Purpose two 'remind Muslims about the angels' (1) is developed by 'encouraged to live good lives' (1)

Total: 3 Marks

## Question 1 (c)

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: 'Explain **two** ways al-Qadr relates to the Day of Judgement.'

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for four marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked. The reasons then should be supported with a 'reference to a source of wisdom', which must support the reason given and cannot be awarded twice. Therefore, if it is used as development, it does not gain a second mark for the source.

GENERIC advice for centres to what constitutes a source of wisdom

- If the candidate stated that the source of wisdom was from the Qur'an and then paraphrased or quoted something else from Hadith, it was not credited.
- If the candidate gave the paraphrase or quote (eg from hadith) and then put an incorrect source (Qur'an 2:18) in brackets it was awarded and the bracketed reference was ignored.
- If a candidate quoted Muhammad and it was Ali or vice versa, and the quote was not accredited to them, it was not credited.
- The candidate did not have to reference a quote or quote it word for word.
- If a candidate gave the right source but the wrong chapter/verse within the correct source then the reference still gained the mark.

For this question, candidates needed to link teachings about al-Qadr to Judgement and could only achieve development marks where this was clear.

Many candidates performed well on this question. Those that did not were only able to write in detail about one or the other key belief but were not able to link the two. Centres should refer to the specification guidance when teaching this element.

There are alternative interpretations of the hadith. Examiners use their judgement when searching for phrases and quotes and take into account that the Arabic can be interpreted differently by different sources. Candidates may use different Qur'an and hadith interpretations.

Many candidates were not able to achieve full marks due to the lack of a source of wisdom. Guidance on sources of wisdom is given in the specification.

(c) Explain **two** ways al-Qadr relates to the Day of Judgement.

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

(5)

Al-Qadr is predestination that Muslims believe in. Muslims believe their future is known to Allah and has pre-determined. Everything that happens to us and the world was pre-determined by God. This will be true until the day of judgement as God knows everything that will happen and fate has been sealed. Humans will be judged accordingly on the day of judgement.

A second way is that Muslims believe their fate has been pre-determined but they still have been given free will. This means that people have the choice to choose between right and wrong. All people will be judged according to what choices they made whilst they were still alive on the day of judgement. It says in the <sup>Hadith</sup> Quran "Verily, all deeds are judged according to their intentions". This (Bukhari) is a hadith that proves that humans have will and their intentions will be judged. Even if good is done, the person will be judged according to their intention.





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

- Way one 'future is known to Allah' (1) is developed by 'until the day of judgement' (1)
- Way two 'given freewill' (1) is developed by 'judged according to what choices' (1) further developed by reference to a source of wisdom Hadith

The reference to a source of wisdom was found to be accurate, after using a search engine.

Total: 5 Marks

## Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates were 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, judge the value of, for the arguments to reach the higher levels).

Many candidates gave excellent answers citing reasons for and against but not considering the value of them or analysing/evaluating them. Formulas and writing frames restricted the flow of the arguments limiting candidates' progression to the higher levels.

Many centres had attempted to introduce a writing frame to encourage appraisal, but many of the candidates did not appear to understand the demands of the skill required.

Some candidates wrote 'This is a strong argument because ...' and repeated the previous point or giving another point or reason referring to the statement, not the argument itself.

In other examples, candidates wrote 'This is a weak argument because... ' and gave generic statements such as, 'it's not in the Qur'an'.

The majority of answers did not address the reasons for the diversity within the beliefs of Islam.

In some cases, candidates focussed on the strength/weakness of an argument but had not demonstrated any understanding of religion and belief.

Candidates were assessed on Section One: Beliefs and Teachings.

1.8 Akhirah: Muslim teachings about life after death;  
the nature of judgement, paradise and hell; how they are shown in the Qur'an, including Surah 17: 49 – 72;  
divergent ways in which Muslims teachings about life after death affect the life of a Muslim today.

The question asked was: "Muslims should live life free from the worry of life after death."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion

In response to this question, candidates gave references to the Qur'an's teachings about the nature of Akhirah and the fear of hell. There were many references to living life in pursuit of Allah's love and closeness, as well as belief in Allah's mercy.

Better answers referred to a balance of both attitudes. Most candidates did this confidently but did not consider why Muslims did not think the same and could not explain the diversity of opinions. Writing frames helped some candidates, but not all could utilise them effectively, to appraise the arguments.

Centres should refer to training materials online.

Candidates require the religious understanding of the diversity within the religious tradition, before they can begin to evaluate.

\*(d) "Muslims should live life free from the worry of life after death."

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 this statement because Allah is the most merciful and will not punish someone for their sins if they repent for their unlawful actions.

This is a weak argument because if there is no punishment then Muslims will believe it is okay to act unlawfully and commit actions against Islam because they believe Allah will forgive them after they repent when they sin. This will lead to sin after sin because they don't care about the consequences.

Another reason why some Muslims may agree is because they should live ~~in~~ focusing on their lives right now instead of worrying about what will happen after death. For example they should live according to the Hadith and Qur'an to avoid the punishments of the afterlife and guarantee themselves a place in Jannah (Heaven).

This is a strong argument as the Prophet (SAW) is described as the best example for Muslims to follow in the ~~the~~ Qur'an. By following <sup>his way of life</sup> ~~him~~ in this <sup>world</sup> ~~life~~, they can live free from worry of life after death.

~~Some~~ Some Muslim may disagree to the statement because

this life is a test and Muslims are supposed to consider the life after death so that they can live carefully to ensure that everyday is lived without sin. By doing this they are fulfilling the will of Allah and can live a life pleasing to him and therefore they will be rewarded with Paradise in the afterlife.

This is a strong argument because the sole purpose of a Muslim's life is to worship Allah and prepare themselves for life after death, which is the ultimate destination.

Another reason why some Muslims may disagree is because if Muslims did not fear life after death it would lead to them being led astray. This is because they will not consider the severity of their actions as they are not bothered of ~~there~~ the consequences they will face in the afterlife.

In conclusion I would argue that the stronger argument ~~is~~ is put forward by those who disagree. This is because if Muslims do not worry for the afterlife it could lead to them committing sin for example if they do not follow the 5 pillars and do not pray Salah they will be punished. On the ~~day of~~ Day of Judgement the first thing a <sup>person</sup> ~~person~~ is asked about is their Salah. This shows that they should live in fear of life after death and obey the teachings of Islam so that they can avoid the punishments and achieve Jannah.



The candidate has given two sides of the argument that are supported to form logical chains of reasoning.

In the first view, the candidate explains the important role of Allah's mercy and also the need to live according to Allah's will. There is then an attempt to appraise these arguments directly.

In the second view, they offer an alternative side to the arguments and appraise their worth in a basic way. They have begun to deconstruct the religious information and issues and made attempts at appraising the arguments presented – 'this is a strong/weak argument' followed by an explanation that links directly to the point being made.

- SPaG – The candidate was awarded 3 marks because:
- The candidate spells and punctuates generally with accuracy.
- Candidate uses rules of grammar with effective control of meaning overall.
- Candidate uses a wide range of specialist terms as appropriate.

Level 3

Response: 8 Marks

SPaG: 3 Marks

Total: 11 Marks

## 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 and khums including Surah 9: 58 – 60 and 8: 36 – 42; why Zakah is important for Sunni Muslims; why khums is important for Shi'a Muslims; the benefits of receiving Zakah or khums.

The question asked was ' Outline three purposes of Khums .'

This question was answered well and in sentences. Candidates answered by referring to spiritual and social purposes of khums.

Only responses that referred to the purpose of khums could be credited.

General responses about its significance and nature could not be credited.

2 (a) Outline **three** purposes of Khums.

(3)

It helps those who are less fortunate.  
It aids the muslim charities in order to ~~take~~<sup>provide</sup> for the needy.  
Also, khums ~~help~~ helps to better and humble muslims.



The candidate outlines three purposes of khums in three separate sentences.

Total: 3 Marks

## Question 2 (b)

Candidates were assessed on Section Two: Practices.

Bullet point 2.7 Jihad: the origins, meaning and significance of jihad in Islam; divergent understandings of jihad within Islam, including the difference between lesser and greater jihad; the conditions for declaration of lesser jihad, including reference to Surah 2: 190 – 194 and 22: 39; the importance of jihad in the life of Muslims.

The question asked was: ' Explain two different ways Jihad is understood in Islam.'

This question was generally answered well, with many candidates referring to Lesser and Greater Jihad. A number of candidates, however, confused the two and did not achieve any marks.

(b) Explain **two** different ways Jihad is understood in Islam.

(4)

One way is that lesser Jihad it ~~is~~ to struggle and ~~strive~~ <sup>strive</sup> for Allah in a battle. In the Quran it says if they die in a war for Islam they go to heaven straight away. ~~This is know as~~ ~~not~~ This is the understanding on lesser Jihad.

Another way is ~~great~~ greater Jihad to struggle and strive for Allah but with day to day task eg some muslims may find it hard to do much spiritual cleansing before prayer but they muslim try their hardest to do it anyways this is known as <sup>greater</sup> Jihad.





The candidate gave two developed ways.

- Way one ' lesser Jihad' (1) is developed by 'strive for Allah in a battle' (1)
- Way two ' greater Jihad' (1) is developed by 'strive for Allah in day to day tasks' (1)

Total: 4 Marks



Learn key subject-specific terminology and use it accurately

## Question 2 (c)

Candidates were assessed on Section Two: Practices.

Bullet point 2.2 Shahadah as one of the Five Pillars: the nature, role and significance of Shahadah for Sunni and Shi'a Muslims, including reference to Surah 3: 17 – 21; why reciting Shahadah is important for Muslims, and its place in Muslim practice today.

The question asked was: ' Explain two reasons the Shahadah is significant for Muslims. In your answer you must refer to a source of wisdom and authority .'

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

Most candidates responded well to this question, but many candidates did not supply a source of wisdom.

There are alternative interpretations/versions of the Shahadah. Examiners use their judgement when searching for phrases and quotes and take into account that different Muslims may use different versions.

Centres are encouraged to use the specification and previous mark schemes, for examples of relevant sources of wisdom.

(c) Explain **two** reasons the Shahadah is significant for Muslims.

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

(5)

The first reason why shahadah is important and significant is because it shows Muslims that there is none worthy of worship except Allah. This means that Muslims only pray to one God and ask forgiveness from one omniscient God. The second reason is that Muhammad is the messenger of Allah. This means that Muhammad passed down the message that Allah gave and also showed humans how to live their life as Allah wants. Muslims can practice this through Sunnah and Hadith. A quote to show this is, "I bear witness that there is none worthy of worship except Allah and Muhammad is the messenger of Allah."



**ResultsPlus**  
Examiner Comments

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

- Reason one 'none worthy of worship except Allah' (1) further developed by 'only pray to one God' (1)
- Reason two 'messenger of Allah' (1) this is developed by 'message that Allah gave' (1) further developed by reference to a source of wisdom, the Shahadah (1)

Total: 5 Marks

## Question 2 (d)

Candidates were assessed on Section Two. Practices.

Bullet point 2.1 Ten Obligatory Acts of Shi'a Islam: their nature, history and purpose of the Ten Obligatory Acts; the diversity of practice and importance of Ten Obligatory Acts for Shi'a Muslims today; their basis in the Qur'an, including reference to Surah 9: 71 – 73; divergent understandings of these principles within Sunni Islam, including links with the Five Pillars.

The question asked was: " Muslims are brought together by the Ten Obligatory Acts."

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.

Most candidates were able to engage with this question at a basic level, but were not able to display a depth of knowledge, understanding and evaluate why Muslims held different views on this issue. Many candidates did not gain more than Level 2, because they did not consider the value of the arguments given in answering the question.

(d) "Muslims are brought together by the Ten Obligatory Acts."

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.

(12)

The ten obligatory acts in Shia Islam are necessary to do as they are compulsory acts in Shia Islam.

Some Muslims may agree with this statement because a lot of the ten obligatory acts coincide with Sunnism. Some examples there are: Salah, Zakah, Sawm and Hajj. Sawm is fasting. These four are also parts of the 5 pillars of Islam (necessary acts for every Muslim) for Sunni Muslims. Due to this, ~~mutual~~ Sunni Muslims and Shia Muslims alike both perform similar acts and duties which brings Muslims together. This is a strong argument because through committing to the same compulsory acts, Muslims can help and understand each other, bringing them together.

Other Muslims may disagree with this statement. This is because Sunni Muslims do not have 10 obligatory acts as Shia Muslims do. This difference in opinions may cause friction between the two forms of Islam. Other Muslims may disagree with being brought together as the difference in opinions does not allow for both religions to work together. This is a strong argument because Sunni Muslims have 5 obligatory acts whilst Shia have 10, which means they cannot be brought together.

Some Muslims may agree with this statement, as the obligatory acts

Include Zakah and Khums. These are payments which are compulsory for every Muslim to pay if they have the money. Zakah is 2.5% of total wealth payed to the poorest in the community. Khums is 20% of total profit, where half is given to Imams and other half to the poorest in the community. Through paying these yearly, the poorest in the community receive financial support from those who are more fortunate, bringing the Muslim community and community in general together and creating unity. This is a strong argument as paying Zakah and Khums humbles a person and Muslims believe their wealth is cleansed and blessed. Through helping the poor, the community is brought together and more love and kindness is spread.

Other Muslims may disagree with this statement because they may believe that some actions may not have to be performed or may disagree with some actions. One example could be Jihad as some Muslims may feel uncomfortable or may not want to do Jihad if ever the time comes. Due to this difference in opinion, Muslims are not brought together by the 10 acts. This is a strong argument because as it is an obligatory act, many people would be willing to, this would cause friction between those who don't wish to participate.

In conclusion, I agree with this statement as through paying money to the less fortunate in the community, Muslims are brought together due to the 10 obligatory acts.



The candidate gives two sides of the argument and refers to different Muslim views, showing knowledge of diversity of practice between Sunni and Shi'a Muslims.

The explanations of the argument are brief and not deconstructed.

The understanding of Islamic beliefs is good but detail is missing.

They attempt appraisal of their arguments in a basic way by suggesting why arguments may be strong.

To gain a higher mark the candidate would have needed to:

- include more depth in explanations linked to the statement
- appraise the arguments made in a more sophisticated way, by developing why some arguments have value and others may not

Level 3

Total: 7 Marks

### Question 3 (a)

Candidates were assessed on Section Three: Sources of Wisdom and Authority

Bullet point 3.3: The Seal of the Prophets, Surah 33: 36 – 47: Muhammad's role as 'seal of the Prophets'; the final prophet; fulfilling the teachings of all other prophets, and as a role model to Muslims today; the significance of Muhammad as seal of the prophets and a role model today.

The question asked was: 'Outline three reasons believing in Muhammad as the 'seal of the prophets' is important for Muslims.'

Most candidates answered this question well. Some, however, wrote about the general importance of Muhammad and could not be credited for such responses.

Candidates must write in full sentences, thereby not losing marks on questions to which they know the answer.

**3 (a) Outline **three** reasons believing in Muhammad as the 'seal of the prophets' is important for Muslims.**

(3)

Its important for Muslims as Muhammad is the  
last messenger of Allah and that anyone after  
him isn't considered a messenger.  
He was given the Quran, which ~~then didn't~~ <sup>hasn't</sup> change  
changed till this day.  
Muslims follow the sunnahs of Muhammad as  
he is seen as the perfect role model.



**ResultsPlus**  
Examiner Comments

The candidate outlines three reasons in sentence form.

Total: 3 Marks



### **Question 3 (b)**

Candidates were assessed on Section Three: Sources of Wisdom and Authority

Bullet point 3.7 The imam in Shi'a Islam, including reference to the Hadith of the pond of Khumm: history, major teachings and actions, divergent understandings of their contribution to Islam in Sunni and Shi'a thought, the doctrine of Nass, the hidden imam; the inerrancy and intercession of imams; the significance of the imam for different forms of Shi'a Islam today.

The question asked was: 'Explain two teachings about the Hidden Imam.'

Although many candidates achieved highly on this question, a significant number did not achieve any marks, because they did not know who the Hidden Imam was. Centres are encouraged to teach all elements of the specification bullets.

(b) Explain **two** teachings about the Hidden Imam.

One teaching about the hidden imam (4)  
is that he is ~~from~~ <sup>from</sup> ahl  
al bayt his name is called mahdi and  
~~will~~ will come during <sup>near</sup> the time of doomsday.

another teaching about the hidden imam  
is that he's been in seclusion for many  
years he is also the last imam  
and is infallible like the rest ~~of~~ ~~them~~  
of them. he has rightly chosen people  
guiding the shia community in his presence.



**ResultsPlus**  
Examiner Comments

The candidate gives two developed teachings:

- Teaching one 'ahl al bayt' (1) developed by 'called Mahdi' (1)
- Teaching two 'in seclusion' (1) developed by 'last imam' (1)

Total: 4 Marks

### Question 3 (c)

Candidates were assessed on Section Three: Sources of Wisdom and Authority

Bullet point 3.4: The divergent understandings of the significance of the family of the Prophet Muhammad: including Caliph/Imam Ali (Ahl-ul-Bayt) in Sunni and Shi'a Islam and interpretations of Surah 33: 32-34, the family of the Prophet in Ismaili Islam; and the implications for questions of authority and the origins of the split between Sunni and Shi'a Islam.

The question asked was: ' Explain two reasons the family of Muhammad is important to Muslims. In your answer you must refer to a source of wisdom and authority' .

Some candidates linked this question to the Sunni Shi'a split – which it was possible to do – but at times, some did not answer the question being asked. The majority of candidates did not refer to a source of wisdom.

(c) Explain **two** reasons the family of Muhammad is important to Muslims.

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

(5)

one of the reasons is god/Allah allined 12 infallible imam that decended from the prophets family who have authority ~~of~~ over you. The quote "obey Allah and the prophet and those in authority" Another reason they are important is that they are the prophets family. we see the prophet as the perfect role model for man. For women we see the wives of the prophet and have attributes just like theirs to become better muslims.



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

- Reason one '12 infallible imam' (1) is developed by 'have authority' (1) further developed by reference to a source of wisdom, Qur'an 'obey Allah...' (1)
- Reason two 'perfect role model...for women we see the wives' (1) is developed by 'attributes just like theirs' (1)

Total: 5 Marks



Sources of wisdom do not have to be referenced, but if they are, the source must be correct eg Quran or Hadith.

### Question 3 (d)

Candidates were assessed on Section Three: Sources of Wisdom and Authority

Bullet point 3.5 The development and structure of the Hadith as a record of the Sunnah of the Prophet Muhammad: the structure and compilation of the Hadith, including isnad and matn; divergent understandings of their authority and significance within Sunni and Shi'a Islam today, including reference to Sahih Al-Bukhari, Sahih Muslim, and the Four Books.

The question asked was: "The Hadith should be followed by all Muslims."

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 displayed a very good level of knowledge and understanding on Hadith, divergent understandings about the authenticity of hadith amongst Sunni and Shi'a Muslims and the categories of hadith.

If the question bullet refers to different Muslim points of view, as in this case, the implication is that different traditions within Islam have a different view on this topic. These should be explored.

There is no expectation that different sects are named but to gain higher than Level 2, candidates must show awareness of the existence of different views within Islam.

\*d) "The Hadith should be followed by all Muslims."

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)

Most muslims would agree with this statement as the Hadith is very ~~important~~ important as it gives a more detailed explanation for the commands of the Quran. It is mentioned in the Quran that, "He who obeys Muhammad, has obeyed Allah". This shows that all muslims should follow the hadith as the hadith informs us of the Prophet's words and actions, therefore allowing us to obey him even after he passed. In my opinion this is a strong ~~argument~~ argument as it makes reference to the Quran, our highest source of authority.

Other muslims would disagree as they are taught that Quran and its interpretation by the Imams is sufficient for being able to understand our Deen and follow the commands of our Lord. ~~It is mentioned in the~~

~~hadith that, "Memorise the Quran as it is of great importance."~~ ~~This is~~ They also believe that the hadith does not have to be followed, but can be used as a means of understanding the Quran better.

In my opinion, this is a weak argument as the hadith is the second highest source of authority after the Quran and without it we would not be able to worship Allah properly.

In conclusion the arguments for the statement are stronger as through following the hadith, we are able to live our lives like the Prophet (s.a.w), who is the best of creation and has been mentioned in the Quran numerous times, therefore showing the importance of his words and the hadith.



The candidate gives two sides of the argument that are supported, to form logical chains of reasoning.

- In the first paragraph the candidate explains the important role of Muhammad and therefore his hadith.
- In the second paragraph they offer an alternative view, suggesting the hadith is not as important, as the Qur'an is supreme. They have begun to deconstruct the religious information and issues and made a simple attempt at appraising arguments directly - 'this is a strong/weak argument' followed by an explanation that links directly to the point being made and is not an additional point.

SPaG – The candidate was awarded 3 marks because:

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

To gain a higher mark the candidate would have needed to:

Provide more information about judgements and provide more appraisal of the evidence which is more thorough

Level 3

Response: 7 Marks

SPaG: 3 Marks

Total: 10 Marks



## Question 4 (a)

Candidates were assessed on Section Four: Forms of Expression and Ways of Life

Bullet point: 4.5 The significance of Sufi ways of life: the origins of Sufism, orders, saints, and practice today. Sufi practices of fasting, and dhikr (remembrance) with reference to Surah 13: 28: the nature, history, importance and purpose of fasting and dhikr and divergent understandings of their importance for Muslims today.

The question asked was: 'Outline three Sufi practices.'

The majority of candidates performed well on this question. On occasion, some candidates gave answers in a list and could not achieve more than one mark.

4 (a) Outline **three** Sufi practices.

(3)

One Sufi practice is dancing, where they swirl, & with their hand in the air.  
Another practice is singing.  
Another practice is chanting, & where they only think of about God.



The candidate answers giving three correct responses in three separate sentences.

Total: 3 Marks

## Question 4 (b)

Candidates were assessed on Section Four: Forms of Expression and Ways of Life

Bullet point 4.6 The role and significance of a Sheikh/teacher in Sufism: the divergent understandings of the importance of a relationship with a teacher, the purpose of the teacher; the history, teachings and contributions of teachers: al-Ghazālī, such as in his work *Revival of Religious Sciences*, outlining the Qur'anic basis of Sufism, ibn al-'Arabi and Rābī'a al-'Adawiyya.

The question asked was: 'Explain two teachings of the teacher al-Ghazali.'

The majority of candidates responded poorly to this question. Many either confused his teachings with Rumi's or did not write anything at all.

A minority of candidates referred to his works and teachings and recognised his contribution to Sufism. A few candidates referred to his contribution to the Kalam Cosmological argument, which were also credited.

(b) Explain two teachings of the teacher al-Ghazali.

(4)

one teaching was that Imam Ghazali ~~he~~ is believed to be the *hujjat al Islam* (the proof of Islam) this is because he created a ~~book~~ well known book called the *Ihya' Ulum ad Din* which covered many fields such as: norms of daily life, daily struggles, the way to hell and the way to salvation. <sup>many of his books</sup> ~~in this book~~ he talked in Sufi and Sunni practices.

Another teaching is that Imam Ghazali taught that music helped the believer achieve mysticism and asceticism. This is because the ego is released and the soul is enlightened allowing the channeling of <sup>blessings</sup> ~~virtues~~. He ~~was~~ <sup>is</sup> also believed to have been the *Silsilah al* all the way to Muhammad himself. Hence containing some prophetic character traits.



**ResultsPlus**  
Examiner Comments

The candidate gives two developed teachings.

- Teaching one 'norms of daily life' (1) is developed by 'daily struggles' (1)
- Belief two 'achieve mysticism and asceticism' (1) this is developed by 'ego is released' (1)

Total: 4 Marks

## Question 4 (c)

Candidates were assessed on Section Four : Forms of Expression and Ways of Life

Bullet point 4.7 : The divergent understandings of use, significance, meaning and purpose of dance, music and poetry within Islam with specific reference to Sufism: the way these are used to express belief, as a devotional act, and how they may be used in other settings; divergent interpretations of the use of dance and music in Islam, including their rejection by some and interpretations of Sahih al-Bukhari 15: 70 and 69: 494.

The question asked was: ' Explain two different understandings of the use of music within Islam. In your answer you must refer to a source of wisdom and authority.

Candidates were expected to explain two different understandings, reflecting the specification bullet on divergent understandings.

This question was answered well, with many candidates displaying good knowledge of Sufi attitudes. Many candidates also referred to sources of wisdom.

(c) Explain **two** different understandings of the use of music within Islam.

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

(5)

One understanding of music in Islam could be that it is used to show love for God. This is because the music can be used for dance which could be used to show submission to God, as well as singing.

A different understanding would be that music is forbidden and shouldn't be used in day to day life as the Prophet never used music in any way either.

→ An example of this is expressed in a Hadith, where the Prophet was near two singing girls yet he didn't reprimand them.



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

- Understanding one 'show love for God' (1) this is developed by 'submission to God' (1) further developed by reference to a source of wisdom, Hadith of the singing girls (1)

The reference to a source of wisdom was found to be accurate after using a search engine

- Understanding two 'forbidden' (1) this is developed by 'Prophet never used music' (1)

Total: 5 Marks



Sources of wisdom can be paraphrased and do not need to be referenced

## Question 4 (d)

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 design and different religious features of mosques, and furniture and objects in the mosque and their use in the various activities that take place, including reference to Sahih Al-Bukhari 2: 39.

The question asked was: "The mosque is only important to Muslims as a place of prayer."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

Candidates started this question well but did not always develop their arguments fully, and most did not achieve beyond Level 2.

Many answers seemed incomplete and rushed.

(d) "The mosque is only important to Muslims as a place of prayer."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings.
- reach a justified conclusion.

(12)  
Most Muslims would disagree with the statement. This is because historically mosques (mosques) have always been used as a community centre, even in the days of the prophet Muhammad. Muslims should follow the role model of Muhammad and therefore utilize the mosque as more than a place of prayer. However, some Muslims may disagree with the statement. This is because in the hadiths there is a heavy emphasis on praying in the mosque so it should only be used for this. An example is "Praying in the mosque is 27 times better than praying at home (Hadith)." I think that the for argument is weak as it ignores important evidence.

Another reason why <sup>some</sup> Muslims <sup>may</sup> disagree is that mosques are important madrasah (schools) for teaching young children about Islam. The young generation is the future of the Muslim ummah (nation) so it is vital that they are taught

Islam in a religious environment such as the mosque. On the other hand, a counter argument could be made that young children should be taught Islam by their families. Muslims believe that the family unit of a man and a woman marrying and raising a child is designed to raise the child in an Islamic manner. In my opinion, this is a weak argument as Muslims can send their children to the masjid while bringing them up in an Islamic manner.

Overall I believe the statements against the argument are stronger than the argument for the statement due to the argument against the statement being more in line with the Islamic Shariah.





The candidate has given two sides of the argument that are supported, to form logical chains of reasoning.

- In the first paragraph the candidate explains the important communal role of the masjid as well as its main role as a place of prayer.
- In the second paragraph they offer further alternative arguments, suggesting the importance of the masjid as a place of learning but also the role of the family in this too. They have begun to deconstruct the religious information and issues. They make a simple attempt at appraising arguments directly – 'this is a strong/weak argument' followed by an explanation that links directly to the point being made and is not an additional point.

To gain a higher mark the candidate would have needed to:

- Include more depth in the explanations linked to the statement
- The conclusion needs to contain more justification for the final decision on the statement
- The appraisal needs to focus more on the value of the arguments presented and why they may or may not be justified.

Level 3

Total: 7 Marks

## Paper Summary

- Centres must teach to the specification, must not overlook any elements, making sure candidates are prepared for all parts of the bullet points in preparation for the questions
- Candidates should write three sentences in 'outline' (a) questions. Each sentence should contain one piece of information. There is no need for development: it will not receive credit
- The 'explain' questions require two developed points, however, candidates should also be prepared to describe where indicated on the specification
- The (d) items need an understanding of religion and belief, as well as the ability to evaluate the validity of arguments in order to reach a conclusion. Centres may wish to consider the differentiation of teaching to enable some candidates of different abilities to concentrate on learning the information needed before embarking on the evaluation.
- Candidates should be directed to read the bullet points in the (d) questions and understand that they guide them to which viewpoints they should be providing. Centres may wish to consider identifying on the specification the different traditions/viewpoints within Islam identified that could be used to answer these questions. The diversity within the religion is one way to appraise the arguments. Why do they not all agree?

## **Grade boundaries**

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

