



# **Examiners' Report**

## **June 2022**

**GCSE Religious Studies A 1RA0 2C**

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## Introduction

Paper 2C: Area of Study 2 – Study of Second Religion – Islam (Paper code: 1RA0/2C)

The paper contributes to 25% of the overall award.

The assessment consists of two questions and candidates must answer both 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 two sections:

- Beliefs and Teachings
- Practices

Candidates have studied Islam within the context of the wider British society, the religious traditions of which are, in the main, Christian.

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.** 1.4 Risalah: the nature and importance of prophethood for Muslims, including Surah 2: 136; **what the roles of prophets teach Muslims**, exemplified in the lives of Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad. (*Bold indicates the part of the bullet assessed by the question.*)

The question asked was: 'Outline **three** lessons Muslims learn from the lives of the prophets.'

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)

The question was answered well, with most candidates able to give either three generic lessons or three lessons related to lives of specific prophets. The mark scheme allowed for both types of responses.

1 (a) Outline **three** lessons Muslims learn from the lives of the prophets.

(3)

How to be a good Muslim. This is because prophets are human too.

How to be close to Allah. This is because Allah has sent them with a message.

How to go to paradise. Because they get in.



**ResultsPlus**  
Examiner Comments

The candidate answers giving three lessons in three sentences.

Here the candidate refers to three generic lessons, which is one of two ways illustrated in the mark scheme.

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. (*Bold indicates the part of the bullet assessed by the question.*)

**The question asked:** 'Explain **two** ways belief in the Six Beliefs is expressed by Muslims today.'

Development may be extra information, extra reasoning, quotes or examples .

Many candidates seemed ill-prepared for this question and concentrated on describing the Six Beliefs, rather than the way they are expressed.

Centres should be familiar with, and prepare candidates for, all parts of the specification. Centres are advised to refer to the specification, Specimen Assessment Materials (SAMS) and online support given by the senior examination team. Centres should not rely completely on text books or support from social media.

The candidate is awarded 4 marks.

(b) Explain **two** ways belief in the Six Beliefs is expressed by Muslims today.

(4)

One way <sup>the six beliefs</sup> are expressed is that Muslims have belief in angels which causes them to perform many good deeds as the angel record and show them to Allah. Another way the six beliefs is that there is only one God. This is expressed by Muslims today as they do not worship any false idols as the only one that should be worshipped is Allah.



The candidate gives two developed beliefs

Belief one 'perform many good deeds' (1) this is developed by 'angels record' (1)

Belief two 'do not worship any false idols' (1) this is developed by 'worshipped is Allah' (1)

Total: 3 Marks

## Question 1 (c)

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

Bullet point 1.8 Akhirah: Muslim teachings about life after death; the nature of judgment, **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. (*Bold indicates the part of the bullet assessed by the question.*)

The question asked was: Explain **two** ways paradise is shown in the Qur'an. 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 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked. The reasons then should be supported with a 'reference to a source of wisdom' 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.

Most candidates were able to describe paradise but very few were able to reference a source of wisdom and so did not achieve full marks.



(c) Explain **two** ways paradise is shown in the Qur'an.

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

(5)

One way paradise is shown is as a place of ever-lasting peace. This is because the Qur'an describes paradise as a place where there are no negative emotions like hatred or envy.

Another way paradise is shown is as ~~a~~ a place where unimaginable beauty exists. The scenery in ~~a~~ paradise is nowhere ~~near~~ near the beauty of this world. This is shown when Allah describes the ~~"rivers of"~~ "rivers" of "honey" and "milk" and "wine" in the Qur'an.



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

- Way one 'everlasting peace' (1) this is developed by 'no negative emotions' (1)
- Way two 'unimaginable beauty' (1) is developed by 'the beauty of the world' (1) further developed by reference to a source of wisdom, Qur'an 'rivers of honey and milk' (1)

Total: 5 Marks



A reference is not needed for quotes, nor does it need to be word-for-word

## 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.**

**Bullet point 1.6 Malaikah: the nature and importance of angels for Muslims;** how angels Jibril, Izra'il and Mika'il are shown in the Qur'an, including Surah 19, 32: 11 and 2: 97 – 98, and their significance for Muslims today. (*Bold indicates the part of the bullet assessed by the question.*)

The question asked was: "Belief in angels is the most important Muslim teaching."

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 discussed the relative importance of angels compared with other beliefs and teachings. There were many references to the important role of angels eg Jibril.

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.

\* (d) "Belief in angels is the most important Muslim teaching."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

FAMFAM

F

- DICTATES THEIR LIFE ✓ A  
- ANGELS ARE FROM ALLAH ✓ - PROPHEETHOOD ✓  
- WITHOUT ALLAH ANGELS WOULD NOT EXIST ✓

Some Muslims may agree with this statement due to Malaikah - the belief in angels - being responsible for the way they live their life. This is because of the belief that two angels sit on either shoulder and take note of every action ~~or act~~ <sup>a</sup> Muslim does. If most ~~acts~~ <sup>actions</sup> are acts of kindness, a Muslim is more likely to go to heaven. Which is why a Muslim may agree that Malaikah is most important, due to it helping them think about their ~~actions~~ in everyday life.

On the other hand, other Muslims may believe that without the prophets, Muslims would not know as much about God as they do currently. This is because without Adam, Ibrahim or



Muhammad, Muslims would not have scriptures of Allah's words would not have been created and passed down through history. Suggesting that the prophets, especially Muhammad for he is the "seal of all prophets", <sup>played a</sup> ~~an~~ vital role in building the foundation of the religion.

I believe that the against argument is stronger because it refers to historical figures and use a source of wisdom and authority.

However, without the angels, such as Jibril, the prophets would not have been able to receive the word of God. This is because they are created by Allah with the purpose of delivery messages to <sup>m</sup> Mankind. ~~Evident~~ Suggesting that they must be worshipped, which is mentioned in the Qur'an when it says that Muslims must worship "his angels and messengers". If a Muslim did not believe in angels they would be ignoring the word of Allah.

Although, if Allah created the Angels then Muslims may believe that ~~the~~ Tawhid is the most important due to his oneness and omnipotence.



The candidate gives two sides of the argument. They refer to different Muslim views, showing links between angels and life after death, as well as a consideration of the relative importance of angels compared with prophets.

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.

**SPaG – The candidate was awarded 3 marks because:**

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

To gain a higher mark:

- the arguments for and against would need to include more depth in explanation linked to the statement
- the conclusion would need to contain more justification for the final decision on the statement to be higher in the level

Response: 7 Marks

SPaG: 3 Marks

Total: 10 Marks

## Question 2 (a)

Candidates were assessed on Section Two: Practices.

**Bullet point 2.8** The nature, origins, activities, meaning and significance of the celebration/commemoration of Id – ul – Adha , with reference to Surah 37: 77 – 111, and Id – ul – Fitr in Sunni Islam with reference to their place within Shi'a Islam; and Id-ul-Ghadeer, with reference to Hadith and the interpretation of Surah 5: 3, and **Ashura in Shi'a Islam with reference to their place within Sunni Islam.** (Bold indicates the part of the bullet assessed by the question.)

The question asked was: 'Outline **three** ways Ashura is commemorated. '

Most candidates did not understand what Ashura was and confused it with one of the Id festivals. Many answers included examples of celebrations. Those that answered the question well included a variety of Shi'a as well as Sunni practices.

2 (a) Outline **three** ways Ashura is commemorated.

(3)

One way Ashura is commemorated is Shia Muslims wear black. Another way is some Shia Muslims practice self flagellation. Another way is <sup>there are</sup> processions which protest against persecution and suffering of Muslims.



**ResultsPlus**  
Examiner Comments

The candidate answers stating three ways in three sentences.

Total: 3 Marks



**ResultsPlus**  
Examiner Tip

Always write in full sentences to avoid losing marks on questions with which you are familiar



## Question 2 (b)

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, including different ways of understanding them; **how Salah is performed, including ablution, times, directions, movements and recitations, in the home and mosque and Jummah prayer.** (bold indicates the part of the bullet assessed by the question.)

The question asked was: 'Explain **two** ways Salah is performed.'

The specification indicates possible answers to the question, as illustrated in the mark scheme. Many candidates referred to these in their responses. However, a number of responses indicated that candidates did not know what Salah was and some centres appeared not to have prepared candidates for this.

Centres should refer to the specification bullet point and cover all the different parts of it. These bullet points are the basis of question setting.

(b) Explain **two** ways Salah is performed. (4)

One way salah is performed is by praying five times a day, a Muslim is able to accept Allah and perform salah <sup>five</sup> 3 times a day as a commitment proving their faith truly.

Another way salah is performed is at mosque where muslims pray together after completing wudu, praying together strengthens a muslims prayer overall and shows how important the role of salah is in the islamic religion.



The candidate gives two developed ways.

- Way one 'five times a day' (1) is developed by 'comitment' (1)
- Way two 'at mosque' (1) is developed by 'pray together' (1)

Total: 4 Marks



Refer to the specification bullet point and cover all the different parts of it. These bullet points are the basis of question setting.

## Question 2 (c)

### 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.** (*Bold indicates the part of the bullet assessed by the question.*)

The question asked was: ' Explain **two** reasons the Night of Power is important for Muslims today. 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 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked. The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development, it does not gain a second mark for the source.

Most candidates did not respond well to this question. Many candidates did not recognise the term. Even from those that were able to explain why this night is important for Muslims, very few were able to refer to a source of wisdom.

Centres that have difficulty finding 'sources of wisdom' should refer to the specification and/or previous mark schemes.

(c) Explain **two** reasons the Night of Power is important for Muslims today.

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

(5)

The Night of Power helps Muslims show respect for historical Islamic events. The Qur'an states, 'We sent it down on the night of power' (Surah 97:1). The Night of power is when Muhammad first received the Qur'an from angel Jibril and Muslims honour that today by focusing their prayers all night long, showing true devotion.

It is also important today as it is during the fasting of Sawm, which is one of the 5 pillars all Muslims should participate in. This night has its importance as Muslims can be reminded, during their fast, of the importance of Allah's connection to Muhammad. This helps bring Muslims closer to Allah.



**ResultsPlus**  
Examiner Comments

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

- Reason one 'show respect' (1) is developed by reference to a source of wisdom, Qur'an 'we sent it down' (1) further developed by 'received the Qur'an' (1)
- Reason two 'connection to Muhammad' (1) is developed by 'closer to Allah' (1)

Total: 5 Marks

## Question 2 (d)

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 (*Bold indicates the part of the bullet assessed by the question.*)

The question asked was: "Greater Jihad is more important than lesser Jihad today."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

It appeared that this question was rushed or missed out by a small but significant number of candidates.

All candidates should be encouraged to consider time management when preparing for the exams and answer every question, because every mark is important. Many candidates did not gain more than Level 2, because they did not consider the value of the arguments given in answering the question.

A number of candidates confused greater and lesser Jihad and received no marks.

(d) "Greater Jihad is more important than lesser Jihad today."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

One reason why this statement can be argued as true is because 'Greater Jihad' involves inward signs such as praying, this is arguably the most important action for a Muslim as they are told to do this everyday as it strengthens the bond with Allah.

On the other hand, a reason a Muslim may believe lesser Jihad is more important is because this involves protecting the religion against threat, this saves them from any sort of danger which allows them to carry out their life.

In my opinion the argument for 'gof' is stronger as it involves Salah which is a vital action for Muslims, as it is taught to them in the Qu'ran. It is done everyday till they die.

Another reason why a Muslim may believe the statement is true is because greater also involves fasting, which is part of the five pillars, obligatory acts etc. This means it must be done



as Muslim in order to get to paradise and be accepted by Allah.

However, a reason why one may choose to disagree with the statement is because for a Muslim in the modern day, it is <sup>more</sup> frequent that a Muslim may be discriminated, and would have to apply to beliefs of lesser jihad.

In my opinion, the argument for 'good' is one against stronger because it overlaps with the 10 obligatory acts which is something a Muslim must do. This makes it more likely for a Muslim to go to paradise.

To conclude, I think the argument is true as it mainly overlaps with the pillars and obligatory acts. This ~~prevents~~ prevents Muslims going to hell. Although, lesser is still vital as it protects a Muslim from threat.



The candidate gives two sides of the argument and refers to the relative importance of the different types of Jihad.

The explanations of the arguments 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



## Paper Summary

- Centres must teach to the specification, making sure candidates are prepared for all parts of the bullet points in preparation for the questions
- When answering (a) questions candidates should write three sentences containing one piece of information in each. There is no expectation to develop: they will not receive credit
- The 'explain' questions require two developed points: however, candidates should also be prepared to 'describe' where indicated on the specification
- Candidates should be directed to the specification and other published resources to learn key terms and sources of wisdom
- The (d) items need an understanding of religion and belief, as well as the ability to evaluate the 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. The diversity within the religion is the key factor in appraising the arguments. Why do they not all agree?

## **Grade boundaries**

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