



Pearson
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Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Religious Studies A (1RA0)
Paper 4: Area of Study 4 – Textual Studies
Option 4B: The Qur'an

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Introduction

GCSE (9-1) Religious Studies Religious Studies A Paper 4B: Area of Study 4 – Textual Studies – The Qur’an (Paper code: 1RA0/4B).

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.

There are two sections:

- Beliefs and Teachings of Islam;
- Lives of the Prophets and Others

Candidates have studied Islam within the context of the wider British society, the religious traditions of which are, in the main, Christian. The textual studies section for Islam refers specifically to the Qur’an. The themes and teachings of the Qur’an are explored in depth; the references within the specification should be used as a starting point in a candidate’s textual studies and candidates may use other texts from the Qur’an, Hadith and other holy books within Islam to help contextualise, understand and compare the teachings and examples. Candidates compare and contrast the areas of belief and practice within Islam with nonreligious views.

Please note:

AO stands for 'Assessment Objective'

SPaG stands for 'Spelling, Punctuation and Grammar'

The standard of candidate responses was similar to previous series, with more candidates able to use the advice from previous years to achieve Level 3 on (d) questions. However, some candidates were not as successful when answering the question on the events of Ismail’s life in the Qur’an; some confusing the details from other traditions with the Qur’an. Where candidates did answer this well, they used their knowledge of the Qur’anic references appropriately.

Question 1 (a)

Candidates were assessed on Section One: Beliefs and Teachings of Islam

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 reflected in worship**; its significance for Muslims today.

The question asked was: 'Outline three ways the oneness of Allah is reflected in worship.'

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:

An example: Outline 3 characteristics of God:

- God is creator (1 mark)
- God is creator, judge and lawgiver (1 mark for list or sentence)
- God is creator, busy and distant. (1 mark for the sentence identifying one correct piece of information)
- Busy, distant and God is creator, (1 mark for the sentence identifying one correct piece of information)
- Creator, judge, lawgiver (1 mark for list)
- Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)
- Creator, judge, distant (0 marks)

Question 1 (b)

Candidates were assessed on Section One: Beliefs and Teachings of Islam

Bullet point 1.3 The 99 beautiful names of Allah found in the Qur'an: what they teach Muslims about Allah; individual names, including Ar-Rahman (the All-Merciful), including Surah 55: 1, Ar-Rahim (the All-Merciful), including Surah 3: 31, As-Salam (the Source of Peace), including Surah 59: 23, Al-Khaliq (the Creator), including Surah 6: 102, Al-Ghaffar (the All-Forgiving), including Surah 2: 173, Ar-Razzaq, (the Sustainer), **including Surah 51: 58 and their importance should be used to illustrate understanding Allah and his relationship to humanity;** and their importance for Muslim living and worship today.

The question asked was: 'Explain two ways the 99 beautiful names of Allah show Allah's relationship to humanity.'

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked.

Question 1 (c)

Candidates were assessed on Section One: Beliefs and Teachings of Islam

Bullet point 1.6 Justice (Surah An-Nisa 4: 105–35): **the nature and importance of justice as outlined in the Qur'an**; its application in the Qur'an, in examples from the life of Muhammad in the Hadith, and divergent ways it is applied by Muslims today.

The question asked was: 'Explain two ways justice is outlined 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', 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.

Generic advice for centres to what constitutes a source of wisdom:

- The candidates do not have to reference a quote or quote it word for word.
- If the candidate states that it is in Qur'an 2:18 and then states another verse from Qur'an – then this can be awarded. We are not holding candidate to 'verses' but it must be the correct source.
- If the candidate gives the paraphrase and then puts (Qur'an 2:18) in brackets the paraphrase can have the mark and the bracketed reference is ignored.
- If a candidate quotes Qur'an and it was hadith or vice versa; and the quote is not accredited to them, it is not awarded.

Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the d items. 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 some consideration of the arguments (appraise the arguments to gain the higher grades).

Many candidates do excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting student's progression to the higher levels.

'D' items are marked using levels and awarded a best fit according to the level descriptors.

There are 3 marks for spelling, punctuation and grammar on 1(d).

Candidates were assessed on Section One: Beliefs and Teachings of Islam

Bullet point 1.7 Shirk: teachings about shirk in the Qur'an and their significance; the ascribing of partners to Allah; the worship of idols including Surah 7: 148–150; divergent ways in which this belief will affect a Muslim today and their relationship to other religions.

The question asked was: "Muslims cannot follow the teachings on shirk and have good relations with other religions."

Evaluate this statement considering arguments for and against.

In your response you should:

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

Please note that, neither in the bullet point, nor on 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 Two.

Question 2 (a)

Candidates were assessed on Section Two: Lives of Prophets and Others

Bullet point 2.3 The Prophet Ismail: **the events of his life and teachings in the Qur'an**, including Surah 21: 5–86; his importance as a messenger of Allah; his building of the Ka'ba (Surah 2: 127–129); his relationship with his parents; and the command of Allah for him to be sacrificed and comparison of this story with the Tawrat; the significance of his example for Muslims today.

The question asked was: 'Outline three events of the life of Ismail in the Qur'an.'

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

Question 2 (b)

Candidates were assessed on Section Two: Lives of Prophets and Others

Bullet point 2.6 Maryam: the events of her life in the Qur'an and in the Hadith, including Surah 19 (Maryam); her importance as one who submits her will to Allah; her birth; childhood; the annunciation of her pregnancy; and the birth of Isa; the significance

of her example for Muslims today; Muslim responses to non-religious arguments (including atheist and Humanist) which maintain that visions, such as the visitation of Jibril to Maryam, are not real and provide no proof that Allah exists.

The question asked was: 'Explain two events in the life of Maryam in the Qur'an'

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

Question 2 (c)

Candidates were assessed on Section Two: Lives of Prophets and Others

Bullet point 2.4 The Prophet Yusuf: the events of his life and teachings in the Qur'an, including Surah 12 (Yusuf); his importance as a messenger of Allah; his dreams; his betrayal; his life in Egypt and reunion with his family; the significance of his example for Muslims today.

The question asked was: 'Explain two events from the life of Prophet Yusuf 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', 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.

Question 2 (d)

The focus of the marking changes from AO1 to AO2 on the d items. 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 some consideration of the arguments (appraise the arguments to gain the higher grades).

Many candidates gave excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting students' progression to the higher levels. 'D' items are marked using levels and awarded a best fit according to the level descriptors.

Candidates were assessed on Section Two: Lives of Prophets and Others

Bullet point 2.7 The Prophet Isa: the events of his life and teachings in the Qur'an; his birth; his mission; his life, including preaching, miracles, knowledge and disciples; his ascension, including views of his death (Surah 4: 157–158); his foretelling of Muhammad (Surah 61: 6); his importance as a messenger of Allah especially in the Injil; **the significance of his example for Muslims today.**

The question asked was: "Muslims should follow the example of Prophet Isa."

Evaluate this statement considering arguments for and against.

In your response you should:

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

Please note that, neither in the bullet point, nor on 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 Two.

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 one of the ways to appraise the arguments. Why do they not all agree?

