



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies A Short Course (3RA0)

Paper 3: Area of Study 3 Study of Islam

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Summer 2022

Question Paper Log Number P710900A

Publications Code 3RA0_03_2206_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each implication identified up to a maximum of three.</p> <ul style="list-style-type: none"> • It shows Allah is in control (1) • It means humans do not see the full picture (1) • It shows Allah is all-knowing (1) • Allah has the power to change destiny (1) • Humans are dependent on Allah's mercy (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	(3)

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Angels are recording all deeds in the book of deeds (1). Humans should be aware of their actions all the time (1) • They are present in the world (1). They help humans in times of need (1) • Death can come at any time (1). The angel of death visits every home daily (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	(4)

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Surah 112 shows that Allah is One (1). Allah cannot have any partners (1). 'Say, "He is Allah, (who is) One"' (Surah 112:1) (1) • Surah 1 confirms that Allah will judge everyone (1). This confirms belief in 'Adl and Mi'ad (1). 'Sovereign of the Day of Recompense' (Surah 1:4) (1) • Surah 2 shows that Allah communicated the same message to many prophets (1). Muslims accept them all as messengers of Allah (1). 'We make no distinction between any of them' (Surah 2:136) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development • Development that does not relate both to the way and to the question • Reference to a source of wisdom that does not relate to the way given. 	(5)

Question number	Indicative content	Mark
<p>1(d)</p>	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The Six Beliefs are a focal point for Muslims and represent the basic doctrines of Islam. Muslims are recognised through these core principles • The key Belief of Tawhid is the core doctrine of Islam that cuts across all sectarian divides. All Muslims agree on this strict interpretation of monotheism • Belief in life after death is common across all Muslims. They agree that life is a test and judgement by Allah awaits them all. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Not all Muslims agree on every aspect of the Six Beliefs. Shi'a Muslims do not accept al-Qadr as they argue predestination is incompatible with the freewill that Allah has given all humans. This causes divisions • Although all Muslims accept the holy books (Kutub), they do not all agree on the interpretation of the Qur'an. For example, Shi'a Muslims believe the Qur'an's true interpretation can only be given by their Imams. Sunni Muslims do not agree with this • Although Muslims agree that there is a life after death, they can disagree on some of the details. For example, many Shi'a Muslims believe their Hidden Imam will return as the renewer (Mahdi) at the end of time. Many Sunni Muslims hold differing views, causing disunity. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	<p>(15)</p>

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each way identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Shahadah is implicit in every Act (1) • Salah is prayed in a similar manner (1) • Sawm is a key Pillar and Act (1) • Zakah is an important Pillar and Act (1) • Hajj is a key practice in both the Pillars and Acts (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	(3)

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Laylat-al Qadr is the night of the first revelation (1). This was the beginning of Islam (1) • Muslims believe there is extra reward for worship during this night (1). Muslims gather together to worship in mosques and their homes (1) • Muslims believe Allah answers their prayers as a reward for their worship (1). They stay awake till dawn (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	(4)

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each purpose. Award further marks for each development of the purpose up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • A key purpose of Khums is to support the descendants of Muhammad (1). It was the main source of income for many who worked to spread the message of Allah (1). 'One fifth of it and for the Messenger and for (his) near relatives (Surah 8:41) (1) • Khums is used to support orphans (Surah 8:41). (1) Muhammad ensured Zakah and Khums supported the most vulnerable in society (1). Orphans were often the most overlooked in pre-Islamic Arabia (1) • Khums supports travellers (Surah 8:41) (1). They may face difficulties on long journeys (1). Khums ensures they get home safely (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated purpose/ development • Development that does not relate both to the purpose and to the question • Reference to a source of wisdom that does not relate to the purpose given. 	(5)

Question number	Indicative content	Mark
2(d)	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The basic principles of the Shahadah are the same in Sunni and Shi'a communities and unite them all; they all accept the oneness of Allah, and the prophethood of Muhammad • The Shahadah is an implicit part of all the Ten Obligatory Acts and it is not possible to practise any of the Acts without accepting the doctrines of the Shahadah • The Shahadah acts as a unifying force. It brings new Muslims into the fold of Islam, welcomes new-born babies into the Ummah and is recited by all Muslims as part of their daily Salah. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • The Shahadah for Sunni and Shi'a Muslims is different. Shi'a Muslims add the phrase 'Ali is the friend of Allah' to their Shahadah. This causes divisions between both communities • The Shahadah is not one of the Ten Obligatory Acts for Shi'a Muslims. For Sunni Muslims it is the first Pillar of Islam, which can give the impression it isn't as important for Shi'a Muslims • Differences in the basic creed and practices of Islam can give the impression to Muslims and non-Muslims that the Shahadah is not that important. This questioning casts doubts on the strength and unity of the Ummah. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.