



# Examiners' Report

## June 2018

### GCSE Religious Studies B 1RB0 2C

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# Introduction

## Religious Studies B

Paper 2: Area of Study 2 – Religion, Peace and Conflict

Option 2C – Islam

This was the first examination series for the new GCSE Specification. The new examination shares some similarities with the previous papers but there are also many new challenges for candidates, teachers and the examiners.

The new paper consists of four compulsory questions. There is no choice and candidates are examined across two religions. It was pleasing to see some excellent work from the candidates this year demonstrating significant progress in their knowledge and understanding of Islam, its beliefs, teachings and the impact of faith on a Muslim's daily life.

## Question 1 (a)

### Section 1: Muslim Beliefs

Question 1a: Outline **three** characteristics of Allah.

In 'Outline' questions candidates are expected to give three short sentences in response to the question, in this case with a focus on the characteristics of Allah. Most candidates found this a very straightforward introduction to the paper, with many choosing to reflect the belief that Allah is omniscient, omnipotent and omni-benevolent. Those who lost marks in this question tended to do so because they gave a list of three words rather than an outline. Others managed to confuse themselves and repeated characteristics.

Bullet pointed answers are acceptable, with the provision that each bullet point is a phrase rather than a single word.

The work of this candidate was included as an example of a candidate who failed to clearly state three characteristics of Allah.

1 (a) Outline **three** characteristics of Allah.

(3)

Allah can not be drawn or imaged  
as it could offend him according to the  
Muslim holy book. Allah <sup>also</sup> has the ability of  
predestination meaning he knows when and  
how you will die. Allah <sup>also</sup> is the only God of  
Islam.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 0 marks.  
The candidate outlined no correct characteristics.

The first point 'Allah cannot be drawn or imaged' is a consequence of his characteristics rather than a characteristic.

The point of Allah having 'the ability of predestination' is an attempt to suggest he is all-knowing, but since it does not make sense it was not credited. The final point is a description of the consequences of Allah's characteristics rather than stating the characteristic.

The work of this candidate is included to illustrate the impact of a list, rather than an outline. If the candidate answered as a list and three items in the list correctly answered the question it was awarded 1 mark. If however one of the items was incorrect then the candidate got 0.

1 (a) Outline **three** characteristics of Allah.

(3)

Allah is all loving, all knowing and is ~~all knowing~~  
forgiving.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 1 mark.  
The candidate gave a list of three correct items.  
Allah is all loving, all knowing and forgiving (1).  
This is a list and receives one mark.



**ResultsPlus**  
Examiner Tip

Three short sentences will maximise the mark.

This candidate successfully outlined three characteristics and was awarded three marks.

1 (a) Outline **three** characteristics of Allah.

(3)

One characteristic of Allah is that he's immanent, meaning he's present in our world, another is that he's transcendent, meaning he's beyond our understanding and a final is that he is just, meaning he is always fair.



The candidate was awarded 3 marks.  
The candidate outlined three correct characteristics.

He is immanent (1).  
He is transcendent (1).  
He is just (1).



The answer doesn't have to be long; brief sentences are acceptable.

## Question 1 (b)

This emerged as one of the more demanding questions on the paper. Many candidates clearly understood the idea of predestination and offered two developed ways it may impact on a Muslim's life. Others struggled because they equated predestination with judgement and failed to consider the fact that Judgement Day could happen without Allah's predestination.

The work of this candidate was included to illustrate the efforts of those candidates who struggled to explain the concept of predestination or, indeed, to suggest how it may affect a Muslim in daily life.

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

(4)

If you ~~write~~ did good you shall go to Heaven.  
If you did bad you shall go to Hell. ~~If you~~ <sup>you</sup> did bad and are truly sorry for what you have done Allah will forgive you.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 0 marks.

The answer focuses solely on Muslim beliefs about Judgement Day, with nothing linked to predestination.



**ResultsPlus**  
Examiner Tip

There is no way around a lack of knowledge and understanding.

The work of this candidate is included to represent the work of those who had some understanding of the concept of predestination but struggled to explain how it would affect a Muslim's life.

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

(4)

Muslims believe that everything happens for a reason, there is no such thing as random ~~change~~ chance event.

Futhermore, some muslims believe that life is already been written in the lawhul Mahfooz (Preserved tablet), therefore they shouldn't stress about ~~th~~ matters/issues that have happened.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 2 marks.  
The candidate gave one developed affect.

They don't stress about matters that have happened (the affect) (1), developed by, since they believe that life has already been written in the tablet (1).

The initial part of the response attempts to explain predestination but does not suggest an affect.



**ResultsPlus**  
Examiner Tip

Focus on the command word in the question, in this case affect.



This is included as representative of a candidate who was aware of the concept of predestination and linked it to affects this may have on a Muslim's life.

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

(4)

One way that predestination would affect the life of a Muslim would be that it would encourage them to be a good Muslim to please Allah and fulfill their destiny as a Muslim. It would also comfort them knowing that everything is part of Allah's plan.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 4 marks.  
The candidate gave two developed affects.

It encourages them to be a good Muslim (1), to fulfil their destiny as a Muslim (1).  
It could comfort them (1), knowing that everything is part of Allah's plan (1).



**ResultsPlus**  
Examiner Tip

Affect and development equals success.

## Question 1 (c)

The question was:

Explain **two** reasons why angels are important in Islam.

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

Many candidates dealt well with this, showing a level of knowledge and understanding of Muslim beliefs about angels that was appropriate to the demands of the question. Where issues arose it was largely due to difficulties in selecting and using an appropriate source of authority. In the case of the Islam papers this was commonly the Qur'an or the Hadith. In a change from the previous specification an additional mark is available for the use of a source. In order to gain this additional mark the source must be linked to a developed reason rather than used as a simple reason or as a development.

Candidates who gave an accurate quote or clearly identifiable paraphrase occasionally lost marks because they attributed the quotation to the wrong source, e.g. attributing a particular statement to the Qur'an when it was actually from the Hadith.

This was included as an example of a candidate who responded with basic ideas. There was no attempt at development or the use of a source of authority.

(c) Explain **two** reasons why angels are important in Islam.

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

(5)

Angels are important to Islam as it is one of the six beliefs and that angels represent good and paradise. Another reason would be that angels are important and also linked with Allah a lot and shows Allah's messengers.



The candidate was awarded 2 marks.  
The candidate gave two simple reasons, with no reference to an appropriate source of authority.

It is one of the Six Beliefs (1).  
They show Allah's messages (1).



Try to develop your reasons in c questions.

This was included as an example of a candidate who demonstrated significant knowledge and understanding, but still failed to achieve five marks, in spite of the use of a source of wisdom and authority.

(c) Explain **two** reasons why angels are important in Islam.

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

(5)

The angels are a part of our six beliefs in ~~both the Sunni and the Sunni~~ muslims, (Believe in Allah, the books, angels, ---) (Surah) this shows that we must believe in them to be a true believer.

Another reason is because the angels are a part of God's creation to not believe in them would be defying God's command and as a result may take you out of Islam.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 4 marks.  
The candidate gave one developed reason with a source of authority, and a simple reason.

The angels are part of the Six Beliefs (1), 'believe in Allah, the books, the angels' (source of authority, paraphrase of Surah 4:136) (1), developed by, this means he must believe it to be a true believer (1).  
The angels are a part of God's creation (1).

The attempted development does not concern the importance of angels as part of God's creation but instead refers back to the original reason, so it could not be credited.



Remember two developed reasons and a source of authority.

The work of this candidate was included as an example of a full mark response with two developed reasons and the accurate use of a source of authority.

(c) Explain **two** reasons why angels are important in Islam.

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

(5)

Angels are important in Islam because they told the prophet to "read!" - (Quran - Surah 19th verse 1) → Hereafter the prophet was given the Quran which is the holy book for Muslims. Angels brought the book down and are therefore very important in Islam. ~~at the~~

Angels are also very important in Islam because they take the soul of humans to God. This is important because the soul needs to go to God for someone hereafter to start. This is why angels are very important as they hold a lot of social value, as people understand without them, we would not be resurrected and have an afterlife.



The candidate was awarded 5 marks.  
The candidate gave two developed reasons; with reference to an appropriate source of authority.

They told the Prophet to read (source of authority) (1). The Prophet was given the Qur'an (1), developed by, it is the holy book for Muslims (1).

(The citation from the Qur'an was for the wrong Surah, the quote can actually be found in Surah 96:1. The candidate correctly identifies that it is from the Qur'an, that is sufficient for the mark.)

They take the soul of humans to God (1), developed by, for the hereafter to start (1).



Know the source of your quote.

## **Question 1 (d)**

The question:

“Prophet Muhammad is the only role model a Muslim needs.”

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

The (d) questions show the greatest departure from the evaluation questions on the old-style papers. As before candidates are asked to consider arguments for and against. There is now no requirement for a personal opinion and half the marks require evidence of appraisal and evaluation. Many candidates were able to argue for both sides of this debate but there was little evidence of evaluation or appraisal of the quality of the arguments provided.

In 1d and 3d additional marks are available for Spelling, Punctuation and Grammar and the vast majority of candidates achieved 3 marks.

The work of this candidate was included as an example of a poorly scoring response. The candidate gives little evidence of knowledge of Islam but does achieve 3 marks for spelling and grammar. It is important that even the weakest candidate attempt to answer both 1d and 3d.

\* (d) "Prophet Muhammad is the only role model a Muslim needs."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Some muslims believe that "Prophet Muhammad is the only role ~~model~~<sup>model</sup> ~~of a muslim~~<sup>muslim</sup> needs." But others disagree because Muhammad isn't the only role model in the Quran.

For example there are others like Adam the first prophet.

BUT Muhammad is a good role <sup>Model</sup> model. He is peaceful, respectful and is also caring. He gave up his role of royalty so he could become at one ~~with~~<sup>with</sup> Allah.

In conclusion I think that <sup>Muslims</sup> Muslims should not argue about who is the better role model and should ~~just~~<sup>just</sup> be peaceful with each other.





The candidate was awarded **4** marks.  
Level 1, lower mark = 1  
Spelling and grammar = 3  
This is NOT point marking – the level should be decided using the level descriptors, after finding a best fit award a mark within the level.

The candidate was awarded level 1 because:

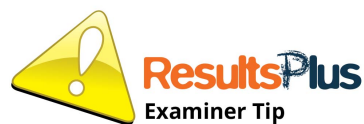
Information/issues are identified  
Superficial connections are made among a very limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.  
Judgements are supported by generic arguments to produce a conclusion that is not justified.

The response was awarded the lowest mark in the level because:

Little information was identified.

Spelling and grammar: This was awarded 3 marks because:

The candidate spells and punctuates with consistent accuracy.  
Candidate uses rules of grammar with effective control of meaning overall.  
Candidate uses a wide range of specialist terms appropriately.



Encourage all students to do 1d and 3d.

This candidate achieved a mark at the top of level 1.

\*(d) "Prophet Muhammad is the only role model a Muslim needs."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Many Muslims would agree with this statement as Muhammad was Allah's last messenger. Allah gave his most important teachings to Muhammad to help strengthen his bond to the world. They also believe that Muhammad is the most important prophet as he carried most of Allah's important commands.

Other Muslims may disagree with this statement as all the prophets were equal. They believe that each of the prophets helped to preach Allah's messages. They may also believe that some play more important roles such as Musa with the ten commandments, telling Muslims how to live their lives.

Overall, I agree with the statement as Allah favoured Muhammad over his prophets. He believes that ~~the~~ Muhammad as his last prophet should give his final commands to mankind.



The candidate was awarded **6** marks.  
Level 1, upper mark = 3  
Spelling and grammar = 3

The candidate gained level 1 because:

Information/issues are identified  
Superficial connections are made 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 justified.

The response was awarded the highest mark in the level because:

The candidate fulfilled the requirements for level 1.

Spelling and grammar: This was awarded 3 marks because:

The candidate spells and punctuates with consistent accuracy.  
Candidate uses rules of grammar with effective control of meaning overall.  
Candidate uses a wide range of specialist terms appropriately.

Total mark awarded = 6.



However, some Muslims would argue that many other prophets, such as Ibrahim are good role models. ~~But the~~ The Torah tells the story of Ibrahim being willing to sacrifice his own son, Ishmael, because of his faith in Allah. Ibrahim's faith and devotion to Allah is a good example of how Muslims should live their lives. They do this by celebrating Eid-ul-Adha. I believe that this is a strong argument because

all other beliefs and (Total for Question 1 = 27 marks)

practices will follow if a Muslim has ~~the~~ strong faith in Allah.

In conclusion, I believe that although Prophet Muhammad is the best role model, he is not the only role model a Muslim needs as other prophets - such as Ibrahim - show great examples of faith.



The candidate was awarded **9** marks.  
Level 2, upper mark = 6  
Spelling and grammar = 3

The candidate gained level 2 because:

Superficial connections are made among many, but not all, of the elements in the question. This is 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.

The response was awarded the upper mark in the level because:

The candidate fulfilled the requirements for level 2.

Spelling and grammar: This was awarded 3 marks because:

The candidate spells and punctuates with consistent accuracy.  
Candidate uses rules of grammar with effective control of meaning overall.  
Candidate uses a wide range of specialist terms appropriately.

Total mark awarded = 9.

## Question 2 (a)

### Section 2: Crime and Punishment

The question:

Outline **three** Muslim beliefs about the importance of justice for the victims of crime.

This caused a number of issues for many candidates who appeared to have read the question as 'Outline three Muslim beliefs about the importance of justice.' By ignoring the 'victims of crime' many lost marks. This also created issues as many candidates wrote extensively on the topic rather than giving three short sentences. They therefore wasted precious time and rarely gained much benefit thereby.

The work of this candidate illustrates that a substantial bullet point can be awarded marks. However it also illustrates the common problem with this question in that it mentioned victims but gave reasons why it was important to the criminal rather than the victim.

2 (a) Outline **three** Muslim beliefs about the importance of justice for the victims of crime.

(3)

- All victims should receive justice
- Victims must treat the Criminal fairly
- ~~Victims~~
- ~~Victims~~ Victims must not seek revenge



The candidate was awarded 1 mark.  
1. All victims should receive justice (1).  
The remaining two beliefs considered did not consider why justice is important to victims.

The work of this candidate was included as an example of a mid-range candidate.

2 (a) Outline **three** Muslim beliefs about the importance of justice for the victims of crime.

(3)

- Muslims believe criminals should be given a fair punishment to match the crime they did so the victims feel compensated and retributed.
- Muslims believe that restorative justice could be used to help integrate the offender back into community after speaking with the victim
- Muslims believe that victims should feel safe, so protection as an aim of punishment may seem just.



The candidate was awarded 2 marks.  
The candidate outlined two correct beliefs.

Victims can feel compensated (1).  
Victims feel safe (1).

The idea of restorative justice could have provided a third belief; however, in this case, the candidate suggests that it benefits the criminal rather than the victim so it was not credited.



Stay focussed on the question.



This candidate achieved full marks without extensive writing.

2 (a) Outline **three** Muslim beliefs about the importance of justice for the victims of crime.

(3)

- It gives families comfort knowing Justice has been served
- It allows families to grieve less/easier.
- It gives families hope that the justice system is working
- Families are able to put trust in the justice system.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 3 marks.  
The candidate outlined three correct beliefs.

It gives the families comfort (1).  
Families can grieve more easily (1).  
They can trust the justice system (1).



**ResultsPlus**  
Examiner Tip

Don't give more information than is needed.

## Question 2 (b)

The question:

Explain **two** Muslim attitudes towards the treatment of criminals.

Some candidates approached this question as it was intended and talked about how criminals should be treated by the justice system; however others discussed forms of punishment. This type of response was credited since punishment, or indeed forgiveness, is a way of treating criminals.

This was included as an example of a weaker response gaining a single mark.

(b) Explain **two** Muslim attitudes towards the treatment of criminals.

(4)

One Muslim attitude towards the treatment of criminals is that they should be treated humanely.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 1 mark.  
The candidate gave one simple attitude.

They should be treated humanely (1).



**ResultsPlus**  
Examiner Tip

Always aim to develop your reasons.

Many candidates at grade 4 were able to develop one reason but struggled to develop both. The second reason could easily have been developed by reference to Allah's merciful nature.

(b) Explain **two** Muslim attitudes towards the treatment of criminals.

(4)

The first Muslim attitude towards the treatment of criminals is to ensure that fair judgement is used and that the criminal get a punishment worthy their crime. The second Muslim attitude towards treatment of criminals is that ~~they~~ ~~is~~ even though they have committed a crime they can still be forgiven and saved.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 3 marks.  
The candidate gave one developed and one simple attitude.

Ensure fair judgement is used (1), developed by, the punishment is worthy of the crime (1).  
They can still be forgiven (1).



**ResultsPlus**  
Examiner Tip

Always aim for two clearly developed reasons.

This candidate achieved full marks.

(b) Explain **two** Muslim attitudes towards the treatment of criminals.

(4)

One muslim attitude towards the treatment of criminals is that they should be treated just. Allah is just and taught to be just therefore humans must strive to be just (fair). Another muslim attitude towards the treatment of criminals is that they should be forgiven. Allah ~~taught~~ Muhammad taught muslims to forgive highlighting it's importance so that we should forgive.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 4 marks.  
The candidate gave two developed attitudes.

They should be treated just(ly) (1). Developed by,  
Allah is just and taught to be just (1).  
They should be forgiven (1), developed by,  
Muhammad taught Muslims to forgive (1).



**ResultsPlus**  
Examiner Tip

Remember development must add to the value of  
the reason.

## Question 2 (c)

The question asked:

'Explain two teachings from the Qur'an about punishment.' In your answer you must refer to a source of wisdom and authority.

Many candidates had very clear ideas of the teachings from the Qur'an on the subject of punishment and this question showed the best use of a source of authority.

This was included as an example of the work of a candidate who did less well in this question.

(c) Explain **two** teachings from the Qur'an about punishment.

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

(5)

the Qur'an teaches that when you die you go to Allah  
and he sends you to hell or paradise



The candidate was awarded 1 mark.  
The candidate gave one simple teaching; with no reference to an appropriate source of authority.

The Qur'an teaches that when you die you go to Allah, he sends you to hell or paradise (1).

This was credited on the basis that hell is the ultimate punishment. A vague reference to 'the Qur'an teaches' followed by a generic 'quote' does not constitute a source of authority.

This was included as an example of a candidate who used a source of authority effectively and still failed to achieve maximum marks.

(c) Explain **two** teachings from the Qur'an about punishment.

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

(5)

A teaching is that the punishment must equal the crime. Meaning the more serious the crime, the more serious the punishment should be. This is taught in the Qur'an 'eye for an eye'

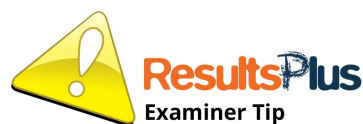
Another teaching is that you may accept blood money meaning ~~you can~~ the victim can accept money for the crime.



The candidate was awarded 4 marks.  
The candidate gave one developed teaching with a source of authority and a second basic teaching.

The punishment must equal the crime (1), developed by, the more serious the crime the more serious the punishment should be (1). This is taught in the Qur'an, 'An eye for an eye.' (Source of authority) (1).  
You may accept blood money (1).

The attempted development merely restates the idea that you can accept blood money so the repetition was not credited.



Two developed reasons and a linked source of wisdom and authority is all you need.

Many candidates made creative use of the quotations they knew, often, but by no means always, to good effect.

(c) Explain **two** teachings from the Qur'an about punishment.

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

(5)

One teaching from the Qur'an about punishment is that those <sup>who have</sup> ~~perished~~ sinned and committed evil acts during their lifetime will be sent to Jahannam the Qur'an says 'fear the fire he has prepared for disbelievers', ~~Meaning~~ <sup>teaching</sup> punishment is necessary and will come to all those that deserve it. A second Qur'anic teaching concerning punishment is retribution; justice must be served and criminals and wrongdoers must pay for what they have done, the victim must be compensated and receive closure.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 5 marks.  
The candidate gave two developed teachings; with reference to an appropriate source of authority.

Those who have sinned will be sent to Jahannam (1), 'Fear the fire he has prepared for disbelievers' (from Surah 3:131, source of authority) (1), developed by, showing that punishment will come to all that deserve it (1).  
Justice must be served (1), developed by, the wrongdoers must pay for what they have done (1).

The quote is clearly linked to a developed reason so should be credited as a source of authority.



A well chosen quotation improves the quality of a response.

## **Question 2 (d)**

The question:

“Capital punishment is good for society.”

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to non-religious points of view
- reach a justified conclusion.

This question, unlike 1d, also required the candidates to consider non-religious views. Many did this very well, with humanist and atheist perspectives, though it did cause some weaker candidates to forget that they also had to cover Muslim views.

This was included to illustrate the response of a candidate who, although they wrote quite a lot, either did not know that the question referred to Capital Punishment, rather than other forms of physical punishment, or simply did not know what Capital Punishment is.



(d) "Capital punishment is good for society."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

Many Muslims would agree with this statement as they believe if you are punishing the bad then after they will stop and people won't do it as they will know the consequences as the Quran says either men or women if your <sup>an</sup> <sup>the</sup> ~~hand~~ hand shall be cut off this <sup>an</sup> <sup>the</sup> ~~society~~ society that they don't even commit any crimes. And also Allah commands justice

Some non-religious people would agree and disagree. I feel that non-religious people would disagree as they believe harming anyone will not help. But, they will also agree as the victim of any crime should be able to get justice over what this criminal has done.

In conclusion, I agree with this statement as I believe that if Allah is commanding justice then punishment will help

that also, if you are not punishing someone after wrongdoing then the criminal most likely believes that what they are doing is okay as no one is punishing them.



The candidate was awarded 0 marks.

The candidate failed to reach level 1 because:

Information/issues are identified which were not addressing the question. The candidate appeared to confuse Capital Punishment with corporal punishment.

Total mark awarded = 0.



Learn the key ideas from the specification.

The work of this candidate was included as a fairly basic for and against response with a conclusion based on personal opinion rather than the weight of the evidence.

(d) "Capital punishment is good for society."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

Some muslims would believe capital punishment is good for society in certain circumstances. This is because Muhammad condemned murders to death and it has been referred to as circumstancely acceptable in the Qur'an. These sources of authority are important to muslims and many follow this teaching.

In addition some atheists and humanists would also agree capital punishment is good for society as it takes away evil and dangerous people and relieves pressure put on services like prisons for overcrowding.

On the other hand, many muslims would be against capital punishment since they believe Allah is forgiving and there is no sin that can't be forgiven. They shouldn't be responsible for what happens as only Allah can decide that.

Humanists would also agree that capital punishment is essentially murder and murder is wrong because its against the law.

I think that capital punishment is good for society in the sense that it provides justice for victims and relieves the burden ~~of~~ on society.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 4 marks.  
Level 2, lowest mark = 4  
The candidate gained level 2 because:

Superficial connections are made among many, but not all, of the elements in the question. This is underpinned by a limited understanding of religion and belief. Limited judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.

The response was awarded the lowest mark in the level because:

Judgements were very limited  
There was little attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.

No Spelling and grammar marks.  
Total mark awarded = 4.



**ResultsPlus**  
Examiner Tip

Always aim to generate a body of evidence for both sides of the argument before considering the relative merit of the arguments raised.

This candidate was awarded at the top of level 2.

(d) "Capital punishment is good for society."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings → reform
- refer to non-religious points of view →
- reach a justified conclusion.

(12)

Some people may agree with the statement as it means there is one less dangerous person in the society. It guarantees that the offender will never be able to commit the crime again as they <sup>will</sup> never <sup>not</sup> have a chance too. It may also stop others from ~~the~~ committing the crime as they value their life and do not want it to be taken away. Moreover, it may bring closure to the victim/victim's family as there is punishment worse than death.

Some Muslims may disagree with the statement as they are taught life is sacred and special so no one but Allah has the power to take it. They believe that death is ~~not~~ not a punishment as the offender never realises how much damage the crime committed caused and thus never has a chance to reform. This results in people not being given fair treatment as everyone should be ~~entitled~~ entitled to a second chance.

Some Muslims may agree with the statement because the Qur'an states capital punishment is the result of heinous crimes such as murder and therefore 'a life for a life' is what is to happen so that the victim's family ~~is~~ receives closure. It also warns people about what their punishment could be for a crime and therefore put them off ever doing it or thinking about it.



To conclude, capital punishment is not good for society as it results in people becoming just as bad as the offender and therefore the cycle of violence continues. It does not allow the offender a chance of rehabilitation or coming to terms with their actions.



**ResultsPlus**  
Examiner Comments

The candidate was awarded **6** marks.

Level 2, upper mark = 6

The candidate gained level 2 because:

Superficial connections are made among many, but not all, of the elements in the question. This is underpinned by a limited understanding of religion and belief.

The response was awarded the upper mark in the level because:

There was little evidence that judgements were made of the quality of the evidence. There was a weak attempt to appraise evidence, much of which was superficial, leading to a conclusion that is not justified.

Total mark awarded = 6.



**ResultsPlus**  
Examiner Tip

To improve requires evidence of judgement and appraisal.

## Question 3 (a)

### Section 3: Living the Muslim Life

The question:

Outline three ways Muslims prepare for prayer.

This caused few problems for most students who were well versed in how Muslims prepare for prayer.

The work of this candidate was included to highlight the dangers of repetition.

**3** (a) Outline **three** ways Muslims prepare for prayer.

(3)

one is they wash their hands  
two is they wash their feet  
three is they make sure they are clean.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 1 mark.

The candidate outlined one correct way.

They wash their hands (1).

All three comments were essentially offering variations on the same way so washing was credited once.



**ResultsPlus**  
Examiner Tip

Don't keep labouring a point, say it once and move on.

The work of this candidate was included as an example of a mid-range candidate achieving two marks.

3 (a) Outline **three** ways Muslims prepare for prayer.

(3)

Before praying Muslims  
take off their socks and  
shoes and wash their  
feet this shows respect  
to their god.



The candidate was awarded 2 marks.  
The candidate outlined two correct ways.

Take off their shoes and socks (1).  
Wash feet (1).



Don't waste time and energy developing your  
outline.



Many candidates achieved full marks in this item.

3 (a) Outline **three** ways Muslims prepare for prayer.

(3)

Muslim will clean the surroundings  
before praying. Muslims will also face  
mecca before praying as that is where  
Islam was founded. Muslims will use  
a prayer mat to pray as it will keep them  
clean.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 3 marks.  
The candidate outlined three correct ways.

Clean the surroundings (1).  
Face Mecca (1).  
Use a prayer mat (1).



**ResultsPlus**  
Examiner Tip

Brief clear reasons are all that is needed.

### Question 3 (b)

The question:

Explain **two** reasons why giving Zakah is important to Muslims.

Those questions which concerned the Five Pillars were often answered very well by many candidates. Zakah was no exception with many candidates achieving full marks for two developed reasons.

It is debatable whether this candidate knew what Zakah is but the generic comment paid dividends in this case. This was a rare example of a candidate who did not score at least 3.

(b) Explain **two** reasons why giving Zakah is important to Muslims.

(4)

Zakah is important to Muslims because  
it is ~~what Muslims~~ <sup>what Muslims</sup> follow in their  
everyday life.  
Another reason why Zakah is important is because  
it is because that is one of the pillars of  
Islam.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 1 mark.  
The candidate gave one basic reason.

It is one of the five Pillars of Islam (1).



**ResultsPlus**  
Examiner Tip

Learn the Islamic words, not just the English translation.

The mark scheme makes it very clear that neither a reason nor a development can be credited more than once. This is included as an example of a candidate who did just that.

(b) Explain **two** reasons why giving Zakah is important to Muslims.

(4)

Zakah is important to muslims as they are helping their ummah by giving Zakah - they are giving to those who are in need which helps them survive.

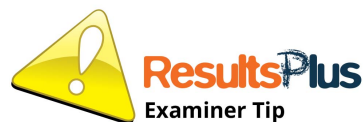
Zakah is also important to muslims as they believe that they need to help their community. Zakah is also a pillar of Islam where they give 2.5% to those who are in need.



The candidate was awarded 3 marks.  
The candidate gave one developed and one simple reason.

They help the ummah by giving Zakah (1), they are giving to those who are in need (1).  
It is a Pillar of Islam (1).

The attempted development, with the idea that they need to help the community, repeated the original reason and could not be credited for a second time.



Don't repeat the development.

This is an example of the work of a candidate who achieved full marks.

(b) Explain **two** reasons why giving Zakah is important to Muslims.

Zakah is important to Muslims as it reminds<sup>(4)</sup> them that wealth is not important - it teaches them to be non-materialistic and ~~greedy~~ not greedy as Allah chooses who is rich and who is poor.

It also teaches Muslims to be kind and giving and put other people before themselves. By donating 2.5% of their wealth to the needy they are also performing a good deed which helps them on the Day of Judgement to get to paradise.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 4 marks.  
The candidate gave two developed reasons.

It reminds them that wealth is not important (1), developed by, it teaches them to be non-materialistic as Allah chooses who is rich and who is poor (1).

It teaches Muslims to be kind and giving (1), developed by, and put other people before themselves (1).



**ResultsPlus**  
Examiner Tip

Two distinctly different reasons and developments.

## Question 3 (c)

The question:

Explain **two** reasons why the Ten Obligatory Acts are important to Shi'a Muslims.

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

This question caused some problems for a number of candidates principally because of the confusion between the five beliefs and ten Obligatory Acts for Shi'a Muslims. Many found it difficult to use an appropriate source of authority.

This candidate struggled to come up with reasons for the importance of the Obligatory Acts. Others, faced with the same problem chose two of the ten and wrote about them. This was awarded as a sensible alternative approach.

(c) Explain **two** reasons why the Ten Obligatory Acts are important to Shi'a Muslims.

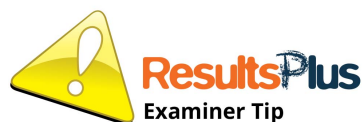
In your answer you must refer to a source of wisdom and authority.

(5)

One reason they are important is because they tell Muslims what is expected from them. They are like the building blocks to ~~the~~ someone's life



The candidate was awarded 1 mark.  
The candidate gave one simple reason; with no reference to an appropriate source of authority.  
They tell Muslims what is expected from them (1).



Think logically about the demands of the question.

This response is included as typical of the many candidates who were unclear as to what the Ten Obligatory Acts are, and therefore lost marks.

(c) Explain **two** reasons why the Ten Obligatory Acts are important to Shi'a Muslims.

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

(5)

one reason why it is important  
is because it makes a path  
for shia muslims to follow  
so they ~~are not~~ are not  
led astray by non-believers of  
the shia laws. There is only  
one God" Shias follow this like  
every other muslim but it makes  
it important to them because it  
is one of the obligatory acts "Tawhid"



**ResultsPlus**  
Examiner Comments

The candidate was awarded 2 marks.  
The candidate gave one developed reason; with no  
reference to an appropriate source of authority.

It makes a path for Shi'a Muslims to follow (1), so  
they are not led astray by non-believers (1).

Whilst Tawhid is a characteristic of Allah it is not  
one of the Ten Obligatory Acts, so was not  
credited.



**ResultsPlus**  
Examiner Tip

Learn your Roots and Acts.

The response of this candidate was included to illustrate the role of the source of authority in the award of the fifth additional mark. In this case the candidate gives an appropriate source of authority. However it is only linked to a basic, rather than a developed, reason. Therefore, in this example, it functions as a development rather than the source of authority.

(c) Explain **two** reasons why the Ten Obligatory Acts are important to Shi'a Muslims.

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

(5)

The ten obligatory acts are important as they act as a guide for how Shi'a Muslims live their lives. This helps them follow Allah's teachings in order to be rewarded in paradise.

Another reason why they are important is because God directly told them in the Qur'an, for example "fasting is prescribed for you" which means they should try to follow what God wants in order to be rewarded in paradise.



The candidate was awarded 4 marks.

The candidate gave two developed reasons; with no additional reference to an appropriate source of authority.

They are a guide for Shi'a Muslims (1), developed by, this helps them to follow Allah's teaching (1).  
God directly told them in the Quran (1), developed by 'Fasting is prescribed for you'. (1)

In this example the quotation develops the reason, since fasting is one of the Ten Obligatory Acts. To award the third mark for a source of authority the quote must be linked to a developed reason. The attempted development was not credited since it repeats the development used in the first reason which cannot be credited twice.





Link the source of authority to a developed reason.

### **Question 3 (d)**

The question:

“Reciting the Shahadah is all a person needs to be a Muslim.”

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

As in question 1d up to three additional marks were awarded in this question for Spelling, Grammar and Punctuation.

Many candidates tackled this question with enthusiasm and it allowed them to demonstrate wider knowledge and understanding of Muslim life.

This candidate, beyond knowing that the Shahadah is one of the Five Pillars, demonstrates little knowledge or understanding of Islam. They rely instead on generic comments most of which are irrelevant.



\* (d) "Reciting the Shahadah is all a person needs to be a Muslim."

\* Declaration of Faith

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

- you would need this because: - one of the pillars  
- you need to show faith  
- people may be against because they don't want to declare their faith. and show your trust.  
(15)

Some Muslims would agree with this statement because it's one of the most important pillars and the five pillars are very important in Muslim teachings. Also you need to show your faith to ~~God~~ Allah and show ~~that~~ Allah that he can trust you. An example of this would be the festival of sacrifice which tells the story of Ibrahim and how he sacrificed his son Isaac because it was a test for his trust and loyalty and Allah rewarded him, that's why Muslims have to follow the Shahadah.

Some Muslims may be against following the Shahadah as they might have done bad things in their life and they don't want to be faithful to Allah which would be going against their religion and their God.

In my opinion I believe that all muslims need to follow the shahaadah as it is the most important pillar and show your trust for Allah and also show your <sup>loyalty</sup> ~~trust~~ for Allah.

The candidate was awarded **4** marks.  
Level 1, lowest mark = 1  
Spelling and grammar = 3

The candidate gained level 1 because:

Information/issues are identified  
Superficial connections are made 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.

The response was awarded the lowest mark in the level because:

Very limited information/issues are identified.  
Very weak superficial connections are made 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 justified.

Spelling and grammar: This was awarded 3 marks because:

The candidate spells and punctuates with consistent accuracy.  
Candidate uses rules of grammar with effective control of meaning overall.  
Candidate uses a wide range of specialist terms appropriately.

If the candidate had not included the information about the Five Pillars the script would have been awarded 0 marks. In this case, and only in this case, 0 would also be awarded for Spelling and grammar.



Don't waste time inventing answers you don't know, instead maximise the marks you get for what you do know.

This is included as an example of a candidate reaching the top of level 1.

\*(d) "Reciting the Shahadah is all a person needs to be a Muslim."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

~~Reciting~~ Reciting the Shahadah is all a person needs to be a muslim as it is the declaration of faith. Allah will accept you into paradise if you recite the Shahadah as they are his words. Every muslims should hear the shahadah when they are born and when they die (if possible). This allows them to make their initial and last connection to Allah.

On the other hand, reciting the Shahadah is not all a person needs to be a muslim as they need Salah, praying 3 (shia) or 5 (sunnis) times a day, in order to connect with Allah. They also need to partake in Ramadan (fasting) and Hajj to help understand the

religion.

In my opinion, reciting the Shahadah is not all a person needs to be a muslim as they need to work towards and live a life ~~free~~ that is free of sin in order to go to paradise and remain with Allah.

(Total for Question 2 = 27 marks)



The candidate was awarded **6** marks.  
Level 1, upper mark = 3  
Spelling and grammar = 3  
The candidate gained level 1 because:

Information/issues are identified  
Superficial connections are made 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.

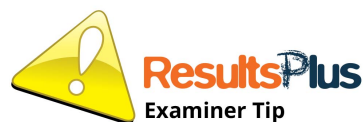
The response was awarded the upper mark in the level because:

The candidate met all the requirements of a top level 1.

Spelling and grammar: This was awarded 3 marks because:

The candidate spells and punctuates with consistent accuracy.  
Candidate uses rules of grammar with effective control of meaning overall.  
Candidate uses a wide range of specialist terms appropriately.

Total mark awarded = 6.



Try to develop and link your arguments together to make a reasoned whole.

This candidate displayed significant knowledge and understanding, beginning to link the arguments together as a reasoned whole. The mark was limited by the lack of judgement and appraisal.

\*(d) "Reciting the Shahadah is all a person needs to be a Muslim."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Some may disagree with the statement because there are other articles of faith <sup>and pillars of Islam</sup> that have equal importance such as Salah which involves praying 5 times a day. This may be seen as more important as Salah takes time and dedication so it shows Allah just how ~~to~~ much ~~the~~ Muslim's appreciate and respect him. Furthermore in the Qur'an it says that the first thing that should be taught to a new-Muslim is Tawhid which suggests it has more ~~the~~ importance than the Shahadah.

However some may agree with the statement as stating that they believe Allah to be the only God is a hugely significant part of Islam as it is expected to be said when a child is born, when someone is about to die and ~~to~~ whenever a person prays. It is also important because ~~to~~ ~~to~~ believe in other Gods, known as Shirk, is ~~an~~ one of the biggest sins, so saying ~~the~~ the Shahadah prevents this from happening.

To conclude, Shahadah is not all a person needs to become a Muslim as there are many other articles



of faith and pillars that need to be taken into account, and by ignoring them they ~~are~~ are not a good Muslim.



The candidate was awarded **9** marks.  
Level 2, upper mark = 6  
Spelling and grammar = 3

The candidate gained level 2 because:

Superficial connections were made among many, but not all, of the elements in the question. This was underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question were made. Judgements were supported by an attempt to appraise evidence, much of which was superficial, leading to a conclusion that was not fully justified.

The response was awarded the highest mark in the level because:

The candidate fulfilled the criteria required for a level 2 response.

Spelling and grammar: this was awarded 3 marks because:

The candidate spells and punctuates with consistent accuracy.  
Candidate uses rules of grammar with effective control of meaning overall.  
Candidate uses a wide range of specialist terms appropriately.

Total mark awarded = 9.



Focus on weighing the value of the arguments rather than on your personal opinion.

## Question 4 (a)

Section 4: Peace and Conflict

The question asked:

'Outline three Muslim attitudes to the importance of peace.'

Many candidates dealt with this very well, gaining full marks. However some candidates interpreted this to mean three 'teachings' about peace and therefore failed to mention any attitudes.

The work of this candidate is included to illustrate the difficulties faced by some candidates in interpreting the command word.

**4 (a) Outline three Muslim attitudes to the importance of peace.**

**(3)**

- Reading their salah (namaZ) (prayer)
- seeking for forgiveness off Allah
- Being happy (sunnah to smile) and kind at all times.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 0 marks.  
The candidate outlined no correct attitudes.  
None of the information offered was linked to peace.



**ResultsPlus**  
Examiner Tip

Focus on the command word.

Many candidates used the idea that Islam means peace. This was not credited as it is a fact, rather than an attitude.

4 (a) Outline **three** Muslim attitudes to the importance of peace.

(3)

Islam means peace, Allah wants peace, It unites ummah



The candidate was awarded 2 marks.  
The candidate outlined two correct attitudes.

Allah wants peace (1).  
It unites the ummah (1).

The first point was not credited since it is a fact rather than an attitude.

This was credited as a series of valid responses each of which would stand rather than as a list.



An attitude is what a person thinks about an issue.

The work of this candidate was included to illustrate the response of a candidate gaining full marks.

4 (a) Outline **three** Muslim attitudes to the importance of peace.

(3)

One attitude to the importance of peace is that Muslims should help achieve peace.

A other attitude is that Muslims should be peaceful people.

A third attitude is that Muslims should respond to violence with peace.



The candidate was awarded 3 marks.  
The candidate outlined three correct attitudes.

They should help achieve peace (1).  
They should be peaceful people (1).  
They should respond to violence with peace (1).



A clear focus on attitudes relating to peace.

## Question 4 (b)

The question:

Explain **two** Muslim teachings about Holy War.

Many candidates were able to apply their knowledge effectively to gain credit in this question.

The work of this candidate was included to illustrate the importance of development. A development, by definition, should add depth to the original reason. This candidate writes four short paragraphs but it is effectively a list of separate reasons' as only two reasons can be credited, the mark was limited to two.

(b) Explain **two** Muslim teachings about Holy War.

(4)

They believe that civilians should not be hurt, it should only be done if it is the very last option and a religious leader <sup>of authority</sup> has approved it. Also that it should not be to win land or power and only do it if you think you will achieve.



The candidate was awarded 2 marks.  
The candidate gave two simple teachings.

Civilians should not be hurt (1).  
It should only be done as a last option (1).

The remaining section of the response offers a number of further teachings, none of which are developed. As only two reasons can be credited in a b question this achieved 2 marks.



Develop, don't list reasons.

This candidate successfully developed the second reason, however the first reason was undeveloped.

(b) Explain **two** Muslim teachings about Holy War.

(4)

~~One teaching~~ Muslim teaching about 'Holy War' is that ~~it~~ you should only ever go to war to defend your religion from being oppressed. Another Muslim teaching is that it should be a last resort, if all other attempts at obtaining peace have failed.



The candidate was awarded 3 marks.  
The candidate gave one simple and one developed teaching.

You should only go to war to defend your religion (1).  
It should be a last resort (1), developed by, when all other attempts have failed (1).



Development gains credit.

This candidate successfully gave two clear and concise developed reasons.

write the teaching of KHAN later than caption.  
(b) Explain **two** Muslim teachings about Holy War.

(4)

one teaching about holy war is that it can only be started by a religious leader as the conflict must be just and authorised. Another Muslim teaching about holy war is the war must happen for the right reasons and the sides must be equal to reduce loss of life.



**ResultsPlus**  
Examiner Comments

The candidate was awarded 4 marks.  
The candidate gave two developed teachings.

It can only be started by a religious leader (1), developed by, the conflict must be just and authorised (1).

The sides must be equal (1), developed by, to reduce loss of life (1).



**ResultsPlus**  
Examiner Tip

Development doesn't need to be long, just accurate.



## Question 4 (c)

The question:

Explain **two** reasons why many Muslims are against the use of weapons of mass destruction.

Many candidates found this quite challenging, particularly when trying to reference an appropriate source of authority.

The work of this candidate was included to illustrate those who struggled to provide two developed reasons.

(c) Explain **two** reasons why many Muslims are against the use of weapons of mass destruction.

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

(5)

One reason why Muslims are against the use of war weapon of mass is because weapons of mass are seen to be causing issues destruction. This is because is important because Muslims are against anything which is against war as it does not enable them to feel Good. Good. Another reason why Muslims believe the use of weapons is wrong is because it is seen as being against Allah's teaching - "Those who slay one man, means they slay ~~everyone~~ all mankind". This suggests that Allah is against these destruction.



The candidate was awarded 2 marks.  
The candidate gave one developed reason; with no reference to an appropriate source of authority.

It is against the teachings of Allah (1), developed by, 'Those who slay a man means they slay all mankind'.

This is an acceptable paraphrase of a quote from the Qur'an. Since it is clearly the quote the misspelling was ignored.



Be clear and specific in your responses.

The work of this candidate was included to demonstrate the use of a source of authority as a simple reason. In order for this to achieve the additional bonus mark the quotation must be linked to a developed reason rather than a simple reason.

(c) Explain **two** reasons why many Muslims are against the use of weapons of mass destruction.

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

(5)

One reason they are against it is because it will cause pain and death to many innocent people. This is ~~peew~~ because the amount of destruction it causes is uncontrollable. Another reason they are against it is because Muslims believe violence shouldn't be allowed. This is because the Qur'an states "Overcome evil with ~~to~~ that which is better". This means that using weapons of mass destruction is not a better way of overcoming evil as it is a source of evil.



The candidate gave one developed reason, and one simple reason which develops an appropriate source of authority.

It causes pain and death to many innocent people (1), developed by, because the amount of destruction it causes is uncontrollable (1).

The Qur'an says 'Overcome evil with that which is better' (from Surah 41:34, source of authority) (1). Developed by, using weapons of mass destruction is not a better way of overcoming evil as it is a source of evil (1).

The candidate was awarded 4 marks.



Two developed reasons, one linked to a source of authority are required.

The work of this candidate draws attention to the importance to the fact that the source of authority must be recognisably from the Qur'an or Hadith. Whilst this 'quote' may embody the spirit of the Qur'an it is not a recognisable paraphrase of the Qur'an so it was not credited.

(c) Explain **two** reasons why many Muslims are against the use of weapons of mass destruction.

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

(5)

One reason why many muslims are against the use of ~~mas~~ weapons of mass distruction is because it is not just. ~~In the Qur'an it states in the form of arabic "cherish the ground you walk on, for I am it's creator"~~ Once a weapon is used of this destruction you cannot combat it. Another reason why many <sup>muslims</sup> ~~muslims~~ are against this is because it desroys land. This is important as ~~it~~ it is destroying Allahs creation. This is shown in the Qur'an as "cherish the ground you walk on, for I am it's creator."



The candidate was awarded 4 marks.  
The candidate gave two developed reasons; with no reference to an appropriate source of authority.

It is not just (1), developed by, you cannot combat it (1).  
It destroys land (1), developed by, it is destroying Allah's creation (1).

The quote was not accepted as it does not appear in the Qur'an.



Accurate sources of authority are required.

## **Question 4 (d)**

The question:

"A war today cannot be a Just War."

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.

In this (d) question the only valid perspectives are those of Islam; many candidates included non-religious views which could not be credited.

The work of this candidate indicated no understanding of Just War principles or Islamic teaching on the way in which a war should be conducted.

(d) "A war today cannot be a Just War."

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)

Some Muslims agree with this statement because no war ever can be as bad as the just war because of how devastating the just war was "No war ever will be as bad as the just war" this suggests that Allah the all knowing know that the just war cannot be re-created.

However, some Muslims disagree with this statement because they believe that every war is as bad as the just war because of how many people die in every single war "Allah, are, eternal life" this suggests that Allah is the only one who has eternal life this suggests that everybody else who dies go to judgment day but they are still dead and don't get a second chance at life.

In conclusion I believe disagree with this statement because everybody life is just as important as another so when

someone dies because of a war it is already  
is bad as the any other war.



The candidate was awarded 0 marks because:

The candidate failed to provide any information/issues that were relevant to the concept of a Just War.

This example was included as an example of a candidate who did not answer the question and so cannot be credited.



It is important to know the specification content.



This candidate achieved level 1. Whilst the knowledge and understanding is quite superficial there is evidence of understanding of Just War theory and why it may not be applicable today.

(d) "A war today cannot be a Just War."

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)

A war today cannot be a just war as everyone is fighting for power, land or money. Countries are using weapons of mass destruction and are wiping out entire ~~entire~~ nations. The Qur'an says that everyone should strive for peace however everyone ~~just~~ just continues fighting and no one looks for peace. With the rise of 'ISIS' and extremists, no one is winning and more and more people die daily. It can never be just.

A war can be just if everyone searches for peace before conflict. Islam, even being in the middle of media hate, they defend their religion and strive for peace. A just war means a last resort and that land that Allah created, the people that



Allah built from the earth and the animals he provided ~~us~~ us, should not be dying at such a fast rate. If everyone looks for peace, wars can be just.

I don't believe that wars will ever be just as Allah chooses when life begins and when it ends but wars just take it away too fast.

(Total for Question 4 = 24 marks)



**ResultsPlus**  
Examiner Comments

The candidate was awarded **3** marks.  
Level 1, upper mark = 3

The candidate gained level 1 because:

Information/issues are identified.  
Superficial connections are made 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.

The response was awarded the upper mark in the level because:

The candidate fulfilled the requirements for a level 1 response.



**ResultsPlus**  
Examiner Tip

It is rare to reach level 2 by only considering a single argument.

This candidate provided a much more detailed response which reached level 2. It was closely focused on the question and employed current events to illustrate the argument.

(d) "A war today cannot be a Just War."

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)

A 'Just War', is a war that abides to a strict set of rules limiting the damage caused or unlawful actions. However, many countries have big missiles capable of widespread killing and damage. This goes against what many Muslims believe in a Just War, due to the damaging of Allah's creation; but also ~~since~~ "if you kill one... it is as though you have killed all of man-kind." This shows disrespect to Allah and his loving nature of ~~giving us~~ his creation, but also against the idea of unjust killings of civilians. As a result many Muslims would argue against a modern ~~war~~ being Just.

Despite this a small set of Muslim's believe that a Just War is possible. If big weapons only affect specific areas of fighting, this is arguably not likely to kill civilians nor damage much of the environment. This would still require the approval of a religious leader, and higher government powers.

On the other hand, many Muslim's would agree with the statement since one modern conflict (i.e. Syria) has left millions dead; and many towns or monuments

in rubble for no reason. Yet neither side show intention of stopping despite the unlawful breaches of Just War, since neither side wants to lose. As a result the global ~~or~~ Muslim community has ~~many~~ <sup>suffered</sup>, causing campaigns in conclusion such as '#NotInMyName' to show separation and ~~to~~ the Ummah.

In conclusion, I agree whole heartedly with the statement since regulations will be disregarded and broken due to the nature of the weapons and society.

(Total for Question 4 = 24 marks)



**ResultsPlus**  
Examiner Comments

The candidate was awarded **6** marks.

Level 2, upper mark = 6

The candidate was awarded Level 2 because:

Superficial connections are made among many, but not all, of the elements in the question. This is underpinned by a sound 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.

The response was awarded the upper mark in the level because:

Whilst there was little evidence that the candidate made judgements of elements in the question there was evidence that they had begun to deconstruct religious information. This led to a best fit level at the top of level 2.



Approach question (ds) critically.

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

1. Candidates need to clearly understand the requirements for the outline questions. This applies not only to writing in three short sentences, but also in understanding what the different command words used mean for the response.
2. In c questions candidates need to link a recognisable quote or paraphrase, usually from the Qur'an or Hadith, to a developed reason, to be awarded the additional mark as a source of wisdom.
3. Perhaps the most pronounced change in the new specification is the focus on judgement and appraisal in the extended writing question (ds). Few candidates demonstrated appropriate use of such. judgement meaning their answers were unable to access the higher levels.

I am confident that this will change moving forward.

## Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



