

Examiners' Report  
June 2019

GCSE Religious Studies 1RB0 1C

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk).

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).



### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

June 2019

Publications Code 1RB0\_1C\_1906\_ER

All the material in this publication is copyright  
© Pearson Education Ltd 2019

# Introduction

Paper 1: Area of Study 1 – Religion and Ethics, Islam

This paper contributes 50% of the overall full course award at GCSE. The paper consists of four compulsory questions, each covers a section of the specification, and all candidates are expected to answer all four sub-questions from each section. Details of the assessment content are provided in the specification. Centres are expected to use the Edexcel specification, rather than other published resources, when planning and teaching the course content. The examination is written based on the specification content.

This paper, like its associated short course paper, encourages an in depth study of Islam today. 1RBO 1C consists of two generic sections, Muslim Beliefs and Living the Muslim Life, with two option topics, Marriage and the Family and Matters of Life and Death.

This is the second year of awarding for this Pearson/Edexcel qualification and teaching should be firmly rooted in the demands of the specification.

By comparison to last year there was much to commend in the work of many candidates.

In a) questions very few candidates attempted to give a list, so fewer candidates lost marks on straightforward questions.

c) responses, particularly the use of a source of authority demonstrated significant improvement. Many more candidates gave recognisable quotes or paraphrases of the Qur'an/Hadith rather than a generic 'the Qur'an says...!.

In d) questions the standard remained much the same as last year with few students able to appraise their own arguments. Some who did attempt appraisal did so at the expense of the development of their arguments. The levels for d marking are firmly rooted in the demands of the higher order thinking skills so it was pleasing to see that more able candidates were better prepared to take on the challenge, taking the discussion to the next level.

## Question 1 (a)

Section 1: Muslim Beliefs.

Question 1a: Outline three beliefs about holy books in Islam.

This is from specification bullet point 1.5.

Many candidates had clear ideas about Muslim beliefs on this topic though some confined their responses to beliefs about the Qur'an rather than holy books in their entirety. This question is based on bullet point 1.5 in the specification, where it outlines the holy books students should consider. Those accepted by the Specification are the Qur'an, the Tawrat (Torah), the Zabur (Psalms), the Injil (Gospel) and the Sahifah (Scrolls). Candidates who include writings other than these in their responses therefore lost marks.

In general it was pleasing to see that following the work of Centres based on last year's feedback there were very few lists in evidence, candidates instead responded in full sentences or brief statements. This enabled them to access all the marks their knowledge allowed.

This is included as an example of a candidate who reinterpreted the question as three beliefs from the holy books.

1 (a) Outline **three** beliefs about holy books in Islam. (3)

- Everybody should follow the holy book

- Allah has a plan so that we get good to follow it

- No sex before marriage

- Always forgive

-



The candidate was awarded 1 mark.

- Everybody should follow the holy book.

The other suggestions offered did not answer the question.



Make sure you know what the question means, before attempting to answer it!

This is included as an example of a mid-range candidate who started very strongly and then did not achieve the final mark.

1 (a) Outline **three** beliefs about holy books in Islam.

(3)

one belief about holy books in islam is it has the words and teachings of Allah in it. Another belief about holy books is it acts as a guide on how to live the muslim life. ~~And~~ A final belief about holy books is that it states the life and story of Allah



The candidate was awarded 2 marks.

- It has the words and teachings of Allah.
- It acts as a guide on how to live the Muslim life.

The final point may well apply to the prophets but not to Allah and therefore was not credited. There is no requirement to write out the question before answering. This example would still have gained 2 marks if they had only written the information shown in the bullet points above.



Focus on the content of your answer rather than re-writing the question.

This is an example of a candidate who achieved full marks whilst writing much more concisely.

1 (a) Outline **three** beliefs about holy books in Islam.

(3)

①. firstly, the Qur'an is the holiest text  
Secondly, Islam accepts the existence of other holy books e.g. the Torah  
Thirdly, the Bible, ~~and~~ Torah and all books prior to the Qur'an have been corrupted hence why Muslims recite the Qur'an



The candidate was awarded 3 marks.

- The Qur'an is the holiest text.
- Islam accepts the existence of other holy books.
- The Bible, Torah and all books prior to the Qur'an have been corrupted.



Concise sentences are best.

## Question 1 (b)

Question 1b. Explain two reasons why it is important that Allah is a god of justice.

The question is derived from specification bullet point 1.3, concerning the nature of Allah.

Candidates who focused on the justice system rather than divine justice often struggled to link the two. There were also a significant number of candidates who equated justice with mercy. The two are very different concepts. If an offender is judged fairly they receive the punishment their actions warrant. If an offender is judged mercifully the punishment may be amended and therefore not be just. When Allah dispenses mercy he is not being just but rather setting justice aside in favour of mercy.

This was included as an example of the difficulty experienced by some candidates in linking Allah as a just God to the offender in the present.

(b) Explain **two** reasons why it is important that Allah is a god of justice.

(4)

It is important that Allah is a god of justice because if someone committed a murder & got away with it, it wouldn't be fair on the victim & the victim's family if the murderer didn't get punished.



This candidate was awarded 1 mark.

- If someone committed a murder it wouldn't be fair if the murderer didn't get punished.

This could have been developed by the idea that Allah will be able to restore justice in the afterlife.



Allah, as a God of justice, is much more significant than punishment on earth.

This is included as an example of a candidate who filled out the middle section of the response with irrelevant information, leaving one developed reason starting at the beginning and concluding at the end.

(b) Explain **two** reasons why it is important that Allah is a god of justice.

(4)

It is important that Allah is a god of justice so he can treat everyone fairly on the day of judgement. <sup>Sharia</sup> Muslims believe in adalat, meaning fairness. ~~Allah is the~~ Muslims believe Allah is the only God and is unique. Allah must be fair when forgiving sins and deciding whether people go to paradise or hell.



The candidate was awarded 2 marks.

One developed reason.

- He can treat everyone fairly on the day of judgement (1), developed by, he must be fair when deciding whether people go to paradise or hell (1).



Focus on immediate development of your simple reason.



This response was included as an example of a candidate who provided two developed reasons.

(b) Explain **two** reasons why it is important that Allah is a god of justice.

(4)

for  
judge fairly

One reason why it is important that Allah is a god of justice is because ~~if~~ people who do bad things do not go ~~unp~~ without being punished. Muslims believe that there will be a day where good Muslims will receive a reward and bad Muslims will be punished.

Another reason why it's important that Allah is a god of justice is because Muslims will live their life knowing that in the afterlife they will be judge fairly. The belief of Al-Qadar (~~like after death~~) ~~tells~~ Mi'ad (Day of judgement) explains that Allah will judge everyone by looking at the things they have done on earth, both good and bad, in their Book of deeds.



This candidate was awarded 4 marks.

Two developed reasons.

- People who do bad things do not go unpunished (1), developed by, Muslims believe there will be a day where good Muslims receive a reward and bad Muslims will be punished (1).
- Muslims will be judged fairly in the afterlife (1), developed by, Allah will judge by looking at all the things they do in their life, both good and bad (1).

## Question 1 (c)

Question 1c. Explain two reasons why the Six Beliefs of Islam are important to Muslims.

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

This question is based on specification bullet point 1.1.

This was included as an example of a candidate who struggled to offer reasons why the Six Beliefs may be important to Muslims and attempted to add an irrelevant quotation as a source of authority.

(c) Explain **two** reasons why the six Beliefs of Islam are important to Muslims.

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

(5)

one belief why the six Beliefs of Islam are important to Muslims is

because they show the belief in Allah.

Another reason why the six Beliefs <sup>of</sup> Islam are important is because they teach you to <sup>another</sup> ~~love~~ <sup>with respect</sup> and <sup>care</sup> ~~love~~ <sup>Love thy neighbour.</sup>

'Love thy neighbour.'



The candidate was awarded 1 mark.

1. They show the belief in Allah (1).

The rest of the response could not be credited. As a result of belief in the Six Beliefs a Muslim may become more loving but that is a side effect rather than a reason why they are, of themselves, important to Muslims. This rendered the attempted use of a Christian source of authority irrelevant.



Don't waste time on irrelevant material.

This response was included as an example of a situation where an attempted development does not add benefit.

(c) Explain **two** reasons why the six Beliefs of Islam are important to Muslims.

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

(5)

The 6 beliefs of Islam guide Muslims to be a good Muslim. This will help them to go to paradise at Judgment day. The 6 beliefs also help Muslims follow in the steps of Muhammad who was the last prophet. In the Qu'ran it states that Muhammad is the last prophet and that he did everything Allah asked of him.



The candidate was awarded 3 marks.

One developed and one simple reason.

- They guide Muslims to be good Muslims (1), developed by, this will help them go to paradise at judgement day (1).
- The six beliefs also help Muslims follow in the steps of Muhammad the last prophet (1).

In order for a development to be credited it must both develop the initial reason and answer the questions. In this case the additional material developed the idea of Muhammad as a significant person but was not linked to why that makes the Six Beliefs important.



Development must develop your reason and be answering the question.

This response is included as an example of a candidate who achieved full marks for this question. There are two clearly developed reasons, the first of which is linked to an appropriate and accurate source of authority.

(c) Explain **two** reasons why the six Beliefs of Islam are important to Muslims.

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

(5)

In the ~~Quran~~ <sup>Qur'an</sup>, it ~~says~~ <sup>is</sup> compulsory to believe in the six beliefs as it says "affirm your belief in Allah, His angels (...)" This is a command and therefore <sup>Muslims</sup> ~~we~~ must believe in them ~~or~~ <sup>or</sup> to be rewarded in the after life.

It is also important to Muslims as <sup>six</sup> ~~they~~ <sup>the beliefs</sup> are the foundation of Islam and ~~if~~ <sup>if</sup> they did not believe in the six beliefs, then they do not believe in <sup>God</sup> ~~Islam~~ which means that they are committing shirk.



The candidate was awarded 5 marks.

Two developed reasons and reference to a source of authority.

- It is compulsory to believe in the six beliefs (1). The Qur'an says 'Affirm your belief in Allah, his angels....' (Source of authority, in this case a paraphrase of part of Surah 4:136) (1). This is then developed by: As it is commanded you must believe in it to be rewarded in the afterlife (1).
- The six beliefs are the foundation of Islam (1), developed by, if they did not believe in the six beliefs they would not believe in God (1).

In this case the source of authority is firmly embedded in the middle of a developed reason, however it is perfectly acceptable for it to occur first or last in the response, but it must be clearly linked to a developed reason.



Use your quotation as part of your argument.

## **Question 1 (d)**

It was encouraging this year to see that many more candidates were beginning to make judgements of the quality of the evidence discussed (AO2). This led to many more candidates having the potential to access Level 3 and Level 4 marks. Sometimes, sadly, it came at the expense of the need to consider the range of elements relevant to the question.

1d. "If the future is already decided there is no point in trying to be a good Muslim."

Candidates were required to evaluate the statement considering Muslim teachings in order to reach a justified conclusion.

This question was based on specification bullet point 1.7, the nature and importance of pre-destination for Muslims.

All the examples used in this section were awarded the maximum mark of 3 for SPaG. An isolated error in spelling or grammar did not reduce the overall SPaG awarded.

This response was included to illustrate what could reasonably be expected from a Level 1, 3 mark response.

It also illustrates the futility of including non-religious perspectives unless they are specifically required by the question.

\*d) "If the future is already decided there is no point trying to be a good Muslim."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

~~Some~~ some people would agree with ~~the~~ <sup>the</sup> statement, "if the future is already decided there is no point trying to be a good muslim" as they may be atheists, who do not believe in God or life after death.

Others would also agree with the statement "if the future ~~is~~ ~~is~~ already decided there is no point trying to be a good muslim." as whatever you do or do not do has already been seen and your future has ~~already~~ already been decided, even if you haven't yet committed your ~~or~~ actions - <sup>to</sup> some people would disagree with the ~~state~~ statement, "if the future is already decided ~~there~~ there there is no point trying to be a good muslim" because Allah knows your future, but is not in control of changing that, ~~as the only~~ ~~time~~ you and your actions have come <sup>to</sup> that.

~~Other muslims~~ people would

Others would also disagree with the statement, "if the future is already ~~is~~ decided there is no point trying to be a good muslim", as in the Quran Allah mentions how everyone has free will, and with ~~that~~ ~~free~~ that ~~free~~ free will they are in ~~total~~ control <sup>of</sup> ~~of~~ their own actions and ~~the~~ deeds.

In conclusion I disagree with the ~~statement~~ statement, "if the future is already decided there is no point trying to be a good muslim" as we are in control of our future through ~~our~~ our free will and actions.



The response was awarded 3 marks, the upper mark in the Level 1 tier.

Please consider the descriptors for a Level 1 response:

- There are isolated elements of understanding of religion and belief.
- A limited range of elements are identified, namely the issue of predestination and the problem of freewill.
- This leads to a conclusion supported by a generic argument, which is not fully justified.



Aim to develop your arguments, perhaps with relevant quotes.



This response was included to illustrate what could reasonably be expected from a Level 2 response.

**\* (d) "If the future is already decided there is no point trying to be a good Muslim."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Many people may agree with this statement because as soon as you are born Allah already knows what will happen during and after your life. This is because Allah is "the all-knowing creator" (Qur'an). Therefore Allah has already decided our actions for us and there is no point in trying to be a good Muslim as it cannot change your destiny.

However many Muslims may argue that this is a weak argument because in the Qur'an it teaches Muslims that in fact good deeds such as prayer and zakah can effect God's will and plan. Therefore proving that there is a point in trying to be a good Muslim. In the Qur'an it says "whoever male or female does good deeds and has faith we shall give a good life" thereby proving this statement as wrong.

On the other hand some people may argue that there have been many examples of Muslims who have carried out many good deeds and have abided by God's teachings yet still face much suffering in their lives. If God is omniscient then he would not allow this to happen and it shows that by being a good Muslim it does not always grant you happiness and reward. Therefore many people do not agree with this statement, that being a good Muslim has no effect or outcome on life.

However many Muslims may argue that the reason why there is suffering and evil in this world is because it is a test from Allah. In the Quran it says "we shall certainly test you with fear and hunger but give good news to those who are steadfast". This shows that if you fight against and through evil you will be rewarded in your afterlife. Allah wants to see how you will react to test your faith, commitment and trust.

In conclusion, I believe that even though Allah is omniscient and knows our future there is still a point in trying to be a good Muslim. This is because Allah teaches his people to love one another and promote peace - as ~~the~~ Islam is a religion of peace. Not only this but it is a test from Allah and if you pass you will be rewarded for it with paradise in your afterlife.



The candidate was awarded Level 2, 6 marks.

Please consider the Level 2 marking criteria.

- There is some understanding of religion and belief.
- There are superficial connections between the simple ideas considered, for example the link between predestination and freewill.
- There are simple judgements of the elements in the response, primarily in the conclusion.
- The conclusion is not fully justified.



Focus on judgement and appraisal to access Level 3.

This response was included as an example of a basic Level 3 response.

\*(d) "If the future is already decided there is no point trying to be a good Muslim."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Many Muslims such as Jabariyya Muslims will agree with this statement. This is because they believe in absolute ~~free will~~ and that Predestination and that Muslims have no free will. They will say that there is no point trying to be a good muslim as we have no free will and therefore, we don't decide our own actions. However, this is a weak argument as whatever we do in this life will determine our afterlife so therefore, it is still important to be a good muslim and do good.

Furthermore, ~~many~~ <sup>some</sup> Muslims will agree with this statement and say that even if we try to be a good Muslim there is no point as we didn't decide on them actions and it was already predestined for us. ~~Also~~ Also, ~~what~~ they will say that ~~with~~ the future is predestined so therefore we can't change it by being a good Muslim. This is a weak argument as ~~the~~ Ashariyya Muslims will say that we Muslims do have a free will and therefore, whatever we do now will determine our future.

On the other hand, many Muslims such as ~~Sunni~~ Ashariya Muslims will disagree with this statement as they believe in free will and predestination.

They believe that everything is predestined and that we also have free will to decide our actions and Allah just knows what our actions will be. This is a ~~weak~~ strong argument as Allah has predestined everything and knows how we will use our free will and it is all written in the preserved tablets

// Additionally, Shia Muslims will say that ~~no~~ nothing is predestined and we use our free will to do our own actions. This shows that everything a person does in their life is with their own free will and hasn't been predestined by Allah. This is a strong argument as Muslims use their free will to determine how their future and afterlife will be.



The candidate was awarded Level 3, 7 marks.

Please consider the marking criteria.

- The candidate demonstrates thorough understanding of religion and belief.
- There is limited evidence of the deconstruction of the argument which is presented as isolated elements.
- There is basic judgement and appraisal of most of the elements considered.
- There was no conclusion, justified or otherwise.

Therefore in some elements this can be seen as a level two response, in others there is evidence of level 3 quality. The best fit for this mark was at the lower end of Level 3.



Do not neglect a conclusion; it is a required element of the question.

## Question 2 (a)

### Section 2: Marriage and the Family

It is unusual to be asked to give reasons in a question. However an alternative form of asking this question would have made the wording unnecessarily complicated.

Question 2a. Outline three reasons why marriage is important to Muslims.

This refers to specification bullet point 2.1.

This response was included as an example of a candidate who reinterpreted the question to read 'Three facts about marriage.'

2 (a) Outline **three** reasons why marriage is important to Muslims.

(3)

1. Because you can remarry someone,  
1. The mother is more important  
in the family, and as a wife,  
1. Marriage for a muslim is  
very important to for a  
person to go to the mosque,  
and worship, and praying  
five times a day,



The candidate was awarded 0 Marks.

There were no reasons that explained why marriage is important.



Read the question carefully.

This was included as an example of a candidate who gave two Muslim reasons why marriage is important and a further reason which was not credited.

2 (a) Outline **three** reasons why marriage is important to Muslims.

(3)

Three reasons why marriage is important are:

- Getting married completes half of your deen (religion).
- You can create a nuclear family.
- ~~You have a role in the faith~~
- It is a Sunnah of the prophet Muhammad (pbuh)

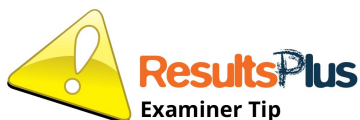


The candidate was awarded 2 marks.

Two valid reasons.

- It completes half your deen.
- It is a Sunnah of the Prophet Muhammad.

The third reason the candidate suggested was not accepted. It is true that marriage allows you to procreate and have children. It is also true that the bringing of families together and uniting the ummah is considered important however the creation of a nuclear family is not an important concept for Muslims.



Don't make things more complicated than they need to be.



This is included as an example of a candidate who was awarded full marks as they outlined three simple reasons that show why marriage is important.

2 (a) Outline **three** reasons why marriage is important to Muslims.

(3)

Marriage is important for procreation.

Marriage is important for providing companionship.

Marriage is important for fulfilling <sup>sexual</sup> needs.



The candidate was awarded 3 marks.

- Marriage is important for procreation.
- Marriage provides companionship.
- Marriage fulfils sexual needs.

Whilst it could be argued that marriage is not an absolute requirement for procreation it would be regarded as such for most Muslims so it was credited.



These responses can be brief, don't waste time developing them.

## Question 2 (b)

Question 2b. Explain two reasons why sexual relationships are important.

This question is derived from specification bullet point 2.2.

This response is included as an example of a very basic response. Having linked the sexual relationship to creating a family they then struggled to suggest why else sexual relationships might be significant.

(b) Explain **two** reasons why Muslims believe sexual relationships are important.

(4)

Muslims believe sexual relationships are important  
because with out sex there would be no families be created.  
- Muslims could just be sexually active.



The candidate was awarded 1 mark.

One simple reason.

- Without sex there would be no families created.

The fact that Muslims could just be sexually active doesn't make sexual relationships important.



Consider the development before you write the reason.

This candidate successfully develops the simple reason suggested by the previous candidate and adds a further straightforward reason.

(b) Explain **two** reasons why Muslims believe sexual relationships are important.

(4)

One reason why muslim believe sexual relationships are important because if a husband and wife have sex they will have a baby and that will make the muslim ummah bigger so it is important to have a sexual relationship

Another reason ~~is~~ is that having a sexual relationship with your married partner is important because sex is a gift from Allah.



The candidate was awarded 3 marks.

One developed and one simple reason.

- If a husband and wife have sex they will have a baby (1), developed by, and that will make the ummah bigger (1).
- Because sex is a gift from God.



Aim to give two developed reasons.

This is included as an example of a response which was clearly written with two distinct ideas included.

(b) Explain **two** reasons why Muslims believe sexual relationships are important.

(4)

Muslims believe sexual relationships are important because it leads to having children. Having children is what Allah intends to happen therefore should be ~~persued~~ pursued, it also helps grow the community (Ummah).

It is also important because Islam accepts that it brings people closer together. If closer people are less likely to want a divorce, divorces are frowned massively upon by Allah.



The candidate was awarded 4 marks.

Two developed reasons.

- It leads to having children (1), developed by, this is what Allah intends to happen (1).
- It brings people closer together (1), developed by, so they are less likely to want a divorce (1).



High scoring b responses can be basic in content.

## Question 2 (c)

Question 2c. Explain two reasons why Muslims have different views about the use of contraception.

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

Many candidates were able to suggest two valid perspectives on the use of contraceptives, often supported by a relevant quotation, usually from the Hadith.

A minority of candidates simply utilised their arguments about abortion, without modification, and often these were irrelevant.

The most commonly seen error was in those instances when candidates claimed Muhammad used contraceptives himself, rather than that he simply acknowledged that they were used.

Whilst he did not condemn the practise of coitus interruptus he did not condone it.

The work of this candidate is typical of those who spent valuable time defining the terms used in the question, rather than using the time to respond to the question. As in this example this rarely provided credit for the candidate.

(c) Explain **two** reasons why Muslims have different views about the use of contraception.

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

(5)

One reason why muslims have different views about the use of contraception is because people use contraception to prevent pregnancy. They use it to stop a women from getting pregnant. Some muslims may believe that they shouldnt use contraception because they are stepping a new life from being born. But some muslims may believe it is right to use contraception because they may not be ready to be parents. In the qur'an it says the family is get's lots of blessing when a newborn is born.



The candidate was awarded 2 marks.

Two simple reasons.

- Some believe they shouldn't use it because they are stopping a new life being born (1).
- Some may believe it is right to use contraceptives because they may not be ready to be parents (1).

Neither reason was developed, though the attempted use of the source of authority could have been used to develop either point had it been linked to the reason rather than simply stated as a fact.

eg Some believe they shouldn't use it because they are stopping a new life being born (1). Developed by, the Qur'an says the family gets lots of blessings when a baby is born (1).

Whilst I can find no evidence that this is a direct quote from the Qur'an it is the belief of many Muslims. It could therefore be credited as a development, though not as a source of authority, if it were clearly linked to a reason.



Attach your source of authority firmly to a developed reason.

This candidate came very close to achieving full marks. The source of authority was used correctly and linked to a developed reason.

(c) Explain **two** reasons why Muslims have different views about the use of contraception.

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

(5)

One reason why Muslims have different views on about the use of contraception is the Prophet (Saw) was asked about "coitus interruptus" and he said "It is better for you not to do it." As contraception prevents a life being produced.

Another reason why Muslims have different views about contraception is the Quran does not directly indicate if contraception is allowed or not.



The response was awarded 4 marks.

One developed reason with a source of authority and one simple reason.

- The Prophet was asked about coitus interruptus (1), he said 'It is better for you not to use it (source of authority) (1). Developed by, as contraception prevents a life being produced (1).
- The Qur'an does not directly indicate if it is allowed or not (1).



This response is included as a very clear example of how one, rather ambiguous, source of authority can be used to answer the question posed. Since the question concerns why Muslims may have different opinions on the use of contraceptives this type of response was particularly effective.

'you really do that, it is better for you not to'

(c) Explain **two** reasons why Muslims have different views about the use of contraception. 'you should not be burdened with more than you can bear'

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

(5)

One reason Muslims have different views about the use of contraception is because many would look up to Muhammad as a role model on how to live their lives and Muhammad said 'you really do that, it's better for you not to' when someone asked him about coitus interruptus, meaning that it is better for them not to.

However another Muslim may interpret this differently as he didn't explicitly say not to do it, so therefore they may believe that it is okay to perform coitus interruptus under certain conditions ~~as~~ for example if it is dangerous for a woman's health to fall pregnant again.



The candidate was awarded 5 marks.

One developed reason with an accurate, relevant source of authority and a second developed reason.

- Many Muslims look up to Muhammad as a role model on how to live their lives (1). Muhammad said 'You really do that? It is better for you not to' (Source of authority, Hadith) (1), developed by, when someone asked him about coitus interruptus, meaning it is better not to (1).
- Others interpret this differently as he didn't explicitly say not to do it (1), developed by, so they may believe that it is Ok to perform coitus interruptus under certain conditions (1) (for example if it is dangerous for a woman's health to fall pregnant again).



Consider the command words in the question.

## Question 2 (d)

Question 2d. 'Women should be treated the same way as men in a Muslim family.'

This should be evaluated with reference to Muslim teachings to reach a justified conclusion.

This is based on specification bullet point 2.7.

Many of the answers strayed beyond the scope of the home, often the arguments employed could still have added value had they been applied back to the question stem. There was evidence of both historic and contemporary Islamic perspectives and some very constructive use of relevant sources of authority both from the Qur'an and Hadith. Some candidates who did attempt to appraise their arguments did so at the expense of the content and others relied on the strong/weak argument, not always successfully. To fail to supply an ayah from the Qur'an to support an argument, and identify that as a weakness, may speak more to the depth of the candidate's knowledge of the Qur'an than to an inherent weakness in the argument. There was a pleasing increase in the range of candidate's who were prepared to consider alternative perspectives from the breadth of Islamic thought, even if they ultimately found them unconvincing.

This response is included as an example of a very basic Level 1 response.

(d) "Women should be treated in the same way as men in a Muslim family."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

I agree with this statement because in Islam women and men are equal in every way actions and more they have the same responsibility within marriage as well for example raising the child well with love.



The candidate was awarded Level 1: 2 marks.

Please consider the mark descriptors for Level 1.

- The candidate shows isolated elements of understanding of belief and practice, linked to the family.
- The opposing views create a superficial link between the perspectives which is not further explored.
- There is no attempt to reach a conclusion.

The mark does, in this case, reflect the time taken to construct the response. For this candidate an exploration of further Islamic ideas about the role of women in the family and whether they should indeed be treated equally, followed by a conclusion would have improved the outcome.



Always aim to give a conclusion in response to the statement.

The work of this candidate is included as an example of a basic Level 2 response. This work exhibits significantly more knowledge and a variety of ideas in comparison to the preceding example though it still lacks any real depth of analysis and the conclusion does not really come to a conclusion.

(d) "Women should be treated in the same way as men in a Muslim family."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

In a Muslim family each person will have roles.

~~Some~~ A lot of Muslims would disagree with this quote because woman and men have been assigned roles that they must stick to such as for women they should cook, clean and look after the children while men work all day. The woman must be disciplined by their husband if out of line yet a man should ~~not~~ be treated with utmost respect as they work all day to provide for the family. This will help maintain a spiritual relationship with Allah.

Some may agree due to beliefs of equality between gender seeing as both parents take part in caring for the children of Allah. As long as they both stick to their roles then everyone should be happy and treated fairly as at the end they are all people ~~of~~ <sup>of</sup> Allah and as long as they are supporters then they should be treated equally. Women should be treated with respect as they are made tender after ~~the~~ giving birth and then having to stay at home.

to care for them while men should be respected due to working long hours. The only reason one ought to be treated differently is if they have committed a sin such as adultery <sup>or</sup> ~~adultery~~ <sup>apostasy</sup> which would lead to divorce, ~~where~~ 'Of all things Allah hates taking the most'. As long as a woman and man stick to what has been assigned to them then there should be absolute fairness.

In summation the statement is mostly correct as long as roles are played. In a Muslim point of view it would be seen as incorrect due to roles determining treatment.



This candidate was awarded Level 2:4 marks.

Please consider the level descriptors for Level 2.

- There is evidence of limited, but largely accurate, understanding of belief (Level 2).
- The issues and relevant supporting arguments are identified (Level 1).
- There was little evidence of judgement and a conclusion that was not justified (Level 1).

The candidate's work therefore exhibits much that can be classified as Level 1 performance but with elements of Level 2 which enable it to be credited at Level 2. To improve further the candidate would benefit from some attempt to comment on the value of the respective arguments. The candidate worked quite hard to work in a quote which he struggled to make relevant and did not add to a consideration of whether men and women should receive the same treatment in the family, since presumably a man would also be treated differently if he committed adultery.



The source of authority should fit seamlessly into the argument.



The work of this candidate is included as a concise example of a Level 3 response.

The candidate outlines two very clear perspectives, supported with teaching from the Qur'an and reaches a conclusion which is only partly justified by the evidence presented.

(d) "Women should be treated in the same way as men in a Muslim family."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

- Qur'an teaches  
All people are equal  
since because women  
cannot lead prayer  
- highest form of worship

- Incorrect because  
Qur'an teaches how  
women should obey  
their husbands.

(12)

The statement is incorrect, because, the Qur'an teaches that "so righteous women are devoutly obedient", therefore women should obey their husbands, so they aren't equal within the relationship familial unit. This is supported by the Qur'an quotation <sup>that these "</sup> ~~those~~ who do the deeds of righteousness .... They will enter jannah". This means that women in order to be a good Muslims and enter ~~that~~ jannah should be ~~used~~ treated differently to men in a Muslim family, as they have to obey their male relatives. This is a strong argument because the Qur'an was written as the finalised and perfected word of Allah, and is believed to be instructing on how to be a good Muslim, therefore, <sup>muslim</sup> women should obey this and be treated differently if they want to be considered a good Muslim.

On the other hand, the statement is correct, because the Qur'an also teaches that "All people are equal". This means that women should be treated the same as men, otherwise they could not be considered "equal". This is a flawed argument because women aren't allowed to lead prayer in a household with men and

as men, and as prayer is the highest form of worship within Islam, it demonstrates that men and women should be treated differently.

In conclusion, the statement is incorrect, because a good Muslim woman is encouraged by the Qur'an to always obey her husband, so men have all the power, so women shouldn't be treated the same way. This is a strong argument because female clergy aren't allowed within Islam, therefore men are considered to be more important than women as they can lead the *khutbah*.



The candidate was awarded Level 3:8 marks.

Please consider the Level 3 criteria.

- There is accurate understanding of religious belief and practice.
- There are simple chains of reasoning that consider different viewpoints within the religion.
- There are basic judgements of most elements of the question with some fairly superficial appraisal.
- The conclusion is weakened by an argument that is based in the wider Islamic society rather than the family.



More evidence from the agree perspective would inform the conclusion.

## Question 3 (a)

Section 3: Living the Muslim Life.

Question 3a. Outline three ways Muslims use the Shahadah.

This is from Specification bullet point 3.2. Since it involves the Five Pillars, which is often the first thing non-Muslim children learn about Islam, it was well answered by the vast majority of candidates, especially given the range of options available to choose from.

Sadly not everyone was familiar with the Shahadah as a fundamental Islamic teaching.

3 (a) Outline **three** ways Muslims use the Shahadah.

(3)

muslims use the shahadah of how to treat everybody nicely.

To share love and companionship.

To get along with someone.



The candidate was awarded 0 marks.

There was nothing that could be imagined to be a use for the Shahadah.



If you don't know use the time wisely elsewhere.

The work of this candidate was included to show the importance of remaining focussed on what is required, in this case 'ways' it is used.

3 (a) Outline **three** ways Muslims use the Shahadah.

(3)

To become a muslim by declaring the Shahadah.

The Shahadah is used in prayer.

The Shahadah is important to Sunni and Shi'a muslims as its one of the 5 pillars of islam and one of the 10 obligatory acts.



The candidate was awarded 2 marks.

- To become a Muslim.
- In prayer.

Whilst it is true that the Shahadah, in its slightly different forms, is important to both Sunni and Shi'a Muslims this is a fact rather than a way in which it is used. This was therefore not credited.



Check what is required, ways, beliefs and reasons are very different things.

The response of this candidate was included to illustrate the most common form of response to this question.

3 (a) Outline **three** ways Muslims use the Shahadah.

(3)

The Shahada is whispered into new borns ears.  
The Shahada is also whispered into a dying persons ear.  
The Shahada is use to become a Muslim



The candidate was awarded 3 marks.

- Whispered into a newborn's ear.
- Whispered into a dying person's ear.
- To become a Muslim.

Some candidates included the start and end of life as one way and then struggled to think of a third.



Simple responses are all that is required for a question.

## Question 3 (b)

Question 3b. Explain two reasons why the Ten Obligatory Acts are important to Shi'a Muslims.

Specification bullet point 3.1.

Whilst the degree of understanding of the Ten Obligatory Acts has improved in the last year there remains some confusion between actions and beliefs, and between the Five Pillars and the Ten Obligatory Acts.

Some students were able to list the Ten Obligatory Acts but then failed to make any suggestions as to why they might be important to Muslims.

Students could either choose to answer on the value of the Ten Obligatory Acts as a whole, the value of one or two of the Acts considered on their own, or a mixture of the two.

This response is included to illustrate those who had little grasp of the Ten Obligatory Acts, though they tried.

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

(4)

The 10 obligatory acts are important to Shia Muslims as it is what they believe and what they think is important to them.



The candidate was awarded 0 marks.

The candidate begins the response with a fundamental error. Acts, as the name suggests, are things a person does, rather than things they choose to believe.



Actions and beliefs are very different things.



This response is included as the work of a candidate who used his knowledge well to gain three marks.

(b) Explain two reasons why the Ten Obligatory Acts are important to Shi'a Muslims. (4)

One reason why the ten obligatory acts are important to Shi'a Muslims is that it makes them feel closer to Allah through their worship.

Another reason why the ten obligatory acts are important to Shi'a Muslims is that the acts give Shi'a Muslims guidance from Allah.



The candidate was awarded 3 marks.

One developed and one simple reason.

- It makes them feel closer to Allah (1), developed by, through their worship (1).
- It gives them guidance from Allah (1).

The first bullet point was accepted since Salat is the first of the Ten Obligatory Acts. The second bullet point could easily have been developed with reference to another of the Ten Obligatory Acts, for example, Zakat or Khums.



Examples often make good development.

This response is included to illustrate the effectiveness of a well-chosen example as development for a simple reason.

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

(4)

One reason the obligatory acts are vital in a Shi'a Muslim's life, is because it gives them a foundation for what is needed to get to paradise. For example, Salah must be done everyday as it proves to Allah your love and worship for him, and ~~the~~ 'Prayer is obligatory.' A second reason is, it teaches Muslims that they should avoid evil people. For example, doing this means you are less likely to commit sin.



The candidate was awarded 4 marks.

Two developed reasons.

- It gives them a foundation for what is needed to get into paradise (1). Developed by: For example Salah must be done every day as it proves to Allah your love and worship for him (1).
- It teaches Muslims that they should avoid evil people (1), developed by, doing this means you are less likely to commit sin (1).

The latter 'example' is not actually an example but it is, nevertheless, a valid development.



A development must add meaning and value to a reason.

### Question 3 (c)

Question 3c. Explain two reasons why lesser Jihad may be declared.

This is from specification bullet point 3.7, which specifies the conditions necessary for declaration of lesser Jihad. It was therefore rather surprising to find a number of candidates who seemed reluctant to accept that lesser Jihad includes physically defending Islam against attack, which is made clear in the source of authority for this section (Surah 2:190-194) and then struggled to explain what conditions would require such things as paying Zakah or working in the community. There were also a small minority who confused greater Jihad with lesser Jihad and ran into the same issues.

The work of this candidate was included to illustrate a basic response with two clear reasons, one of which was simply developed.

*depending islam.*      *fighting for a just cause.*  
(c) Explain **two** reasons why lesser Jihad may be declared. *outer struggle.*  
*bring peace.*  
In your answer you must refer to a source of wisdom and authority. (5)

One reason why lesser Jihad is declared is because with lesser Jihad you can defend Islam and bring peace to a place.

Another reason is because you can fight for a just cause and lesser Jihad means outer struggle.



The candidate was awarded 3 marks.

One developed and one simple reason.

- You can defend Islam (1), developed by, and bring peace to a place (1).
- You can fight for a just cause (1).

This is included as an illustration of the use of one of the more commonly employed sources of authority.

(c) Explain **two** reasons why lesser Jihad may be declared.

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

(5)

One reason is that Muslims are told to do this in the Qur'an. This means they are told to 'fight in the way of Allah' in the greater world when needed.

Another reason is when the faith of Islam is being threatened. This means Muslims should let the world know of Allah and that they do not need to be oppressed by the greater world.

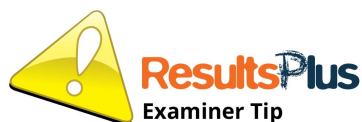


The candidate was awarded 4 marks.

One developed reason with a source of authority, and one simple reason.

- They are told to do this in the Qur'an (1). The Qur'an says 'Fight in the way of Allah' (Source of authority) (1), developed by, in the greater world when needed (1).
- When the faith of Islam is threatened (1).

The second point could have been convincingly developed had the candidate mentioned a form of oppression, such as Muslims not being able to pray.



Use your knowledge of the world today.

This response was included to illustrate the work of a candidate who achieved full marks for this question. In this example the source of authority is the end of the point being made and is preceded by an explanatory developed reason.

(c) Explain **two** reasons why lesser Jihad may be declared.

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

(5)

One reason lesser Jihad may be declared is because of a large, external force against Islam. Muslims believe that they are commanded by Allah to protect Muslims the Islamic community from outside threats and to do so in his name. An ex Islamic teaching that explains this is the command to 'strive in Allah's cause' which shows Muslims should be struggling to protect the Islamic community. Another reason is to protect innocents from persecution. For example, persecution against Muslims from other religious groups might be regarded to be lesser Jihad as otherwise, innocent Muslim children and women might be killed or hurt.



The candidate was awarded 5 marks.

One developed reason with a source of authority and one developed reason.

- Because of a large external force against Islam (1). Developed by: Muslims believe they are commanded to protect the Islamic community from outside threats and to do so in his name (1). 'Strive in the way of Allah' (Source of authority) (1).
- To protect innocents from persecution (1). Developed by: For example persecution against Muslims by another religious group, otherwise innocent children and women may be hurt or killed (1).



Make sure your source of authority directly links to a developed reason.

## **Question 3 (d)**

Question 3d: 'The Jummah prayer is the most important prayer for Muslims.'

This question required candidates to evaluate the statement using Muslim teachings in order to reach a justified conclusion.

This is from specification bullet point 3.3.

Some candidates struggled to address this as they had a very insecure understanding of what Jummah prayer is. Others, on the other hand tended to compare the importance of communal prayer to that of prayer at home. They often had a sound understanding of the importance of Friday in general in Islam, and particularly of Friday prayers in the community, and used it to good effect in their responses.

This was included as an example of the work of a candidate who, although they had a basic understanding of what Jummah prayer is, could not use this to answer the question effectively or provide an alternative view.

It was, however, worth the effort for this candidate, who, having scored a mark for the content, could then be awarded SPaG marks. This is very important for less able candidates in both section 1 and section 3.



\*(d) "The Jumah prayer is the most important prayer for Muslims."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

every muslim should intend to it  
men and women to show  
that you still believe in Allah and  
he is the greatest omnipotent  
For muslims its basically a weekly  
Prayer for muslims just <sup>like</sup> christians  
go church every Sunday we have  
reached a justified conclusion that  
its a weekly Prayer that shows that  
you havent forgotten Allah +  
its a very bad sin if you  
miss Jumah more than three times



The candidate was awarded Level 1: 1 mark. SPaG 3.

Please consider the marking criteria for level 1.

- There are isolated elements of understanding of religion and belief.

However the facts provided were very limited and both loosely linked to why Jumah prayer is important. There was no alternative perspective, nor was there any attempt at a conclusion.



In sections 1 and 3 at least a mark in d questions may be worth three SPaG bonus marks.

This response is included as a borderline Level 1: 3 marks/ Level 2: 4 marks.

It also illustrates the fact that candidates continue to suggest non-religious views even when these are not required.

\*(d) "The Jummah prayer is the most important prayer for Muslims."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

The Jummah prayer is taken and performed at home or at the mosque every ~~the~~ Friday.

Some people would agree with the statement because ~~the~~ Jummah prayer brings the Ummah together at the mosque to come and pray on this special day. It is therefore seen as <sup>most</sup> important because this is the ~~the~~ special prayer that brings the whole of the Muslim community together whereas the other daily five prayers performed daily do not.

Some people would disagree with the statement and say that the daily five prayers are ~~more~~ more important. One reason why they would say it is important is because, ~~it is~~ <sup>it is salah</sup> one of the five pillars of Islam which means it ~~has~~ holds very high importance. Another reason why the daily five prayers are <sup>more</sup> important is because

they are obligatory and should be prayed daily, five times.

A non-~~must~~<sup>religious</sup> response to this would be that they don't believe in a God, so they wouldn't believe in praying because there is no one to pray to.

In conclusion I believe that ~~that~~ the Jummah prayer isn't the most important prayer because in the Quran it states that a Muslim must 'worship Him five times a day' to show their love and appreciation for Allah.



The candidate was awarded Level 2: 4 marks.

Please consider the Level descriptors for Level 1 and Level 2.

- There is limited understanding of religion and belief (Level 2)
- Issues are identified and there are superficial connections between the ideas (Level 1)
- There is little in the way of judgement of the value of the arguments offered leading to a barely justified conclusion (Level 1).

In this case the best fit for this response is a low Level 2.



Concentrate on adding a range of elements for consideration on each side.

This response is included to demonstrate the progression from the base of Level 2 to the top of Level 2.

\*(d) "The Jummah prayer is the most important prayer for Muslims."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Jummah prayer is imp. a <sup>special</sup> prayer that all muslims offer on every friday.

Some muslims may agree with the statement given because prayer is one of the Obligatory Acts and also Pillars of Islam which implies how significant it is.

Furthermore they believe that praying on Friday is holy because Allah is more closer to them, therefore their prayers and wishes are more likely to be answered.

Further In addition some muslims also believe that Jummah prayer brings the Ummah (muslim community) closer because all men gather at the mosque and offer the prayer together. This shows that they respect and care for each other as it's one of the duties Allah gave them when He made them Khalifahs of the earth and ~~re~~ all the living creatures on it.

Moreover some muslims also agree because the fact that it takes place every week, it constantly reminds them of their faith and teaches them to stay strong at even the worst times because Allah sees everything and He

Loves his creations, therefore he won't let them suffer.

However, some people disagree because they believe that Salah, which is the normal belief of praying five times a day, is more significant because it allows Muslims to communicate with God more often so that they can share their problems and sufferings in order to find comfort. Furthermore, the Quran states: "Keeping up regular prayer is obligatory for the believer at prescribed times" which implies that if a Muslim wants to be a true believer then the praying 5 times a day is more significant than praying once a week because it shows more devotion to Allah.

In addition, some Muslims also believe that there are prayers which are even more significant like the prayers that take place on the two Eids, Eid ul Adha and Eid ul Fitr, because they mark the end of really significant events. Eid ul Adha marks the end of Hajj (pilgrimage to the Kaaba in Makkah), and Eid ul Fitr marks the end of the month of Ramadan (Holy Muslim month of fasting).

In conclusion, I believe that prayer <sup>itself</sup> is the most important. It doesn't matter how many times you do it because it shows that you are truly committed to Allah.



The candidate was awarded Level 2: 6 marks.

Please consider the marking criteria.

- The level of understanding of religion and belief has improved.
- There is evidence that material is deconstructed and compared.
- There is limited evidence of judgement and appraisal and a very weak conclusion.

In order for a candidate of this standard to access Level 3 there needs to be more evidence that the quality of the arguments is being judged, with a coherent appraisal of evidence. This would lead, in turn, to a conclusion which was substantially more justified.



Think: Why are some arguments better than others?



## Question 4 (a)

Section 4: Matters of Life and Death.

Question 4a: Outline three ways Muslims may respond to scientific explanations of the origins of human life.

This is based on specification bullet point 4.3, rather than 4.1, and answers were required to reflect this.

The long question format tended to produce long responses particularly from those candidates who adopted the 'One Muslim response to scientific explanations of the origin of human life' method, sometimes, rather needlessly, repeated three times.

This response was included to illustrate the candidate who takes a long time to make one point.

4 (a) Outline **three** ways Muslims may respond to scientific explanations of the origins of human life.

(3)

Muslims don't believe in the scientific explanations of the origins of human life so they would respond with stating that they don't believe in that but only in the Qur'anic explanation of creation in which God created Adam from clay.



The candidate was awarded 1 mark.

- They believe the Qur'anic explanations.

This was then nicely developed but development cannot be credited in outline questions.



Don't waste time on development in responses, short and to the point is fine.

This response is included to illustrate the work of a candidate who lost a mark as a result of an ambivalent statement, since it was not clear what it might mean the mark was not credited.

4 (a) Outline **three** ways Muslims may respond to scientific explanations of the origins of human life.

(3)

One way muslims respond is that they do not believe in evolution. Another is that Allah created them. The last is that science does n't affect muslims ~~the~~ beliefs.



The candidate was awarded 2 marks.

- Muslims do not believe in evolution.
- Allah created them (humans from the context).

The third response was too unspecific to be credited as a response to a scientific explanation.

This response is included to illustrate the work of a candidate who focussed clearly on ways a Muslim might respond.

4 (a) Outline **three** ways Muslims may respond to scientific explanations of the origins of human life.

(3)

They would disagree, as they believe humans originate from Adam and that all life was created by Allah. Some may accept it, as it fills in gaps and can increase their understanding of Allah. Some may incorporate both ~~both~~ religious and scientific explanations, as science has evidence and is more believable.



The candidate was awarded 3 marks.

- They would disagree as they believe all life originated from Adam.
- Some may accept it as it fills in the gaps and can increase their understanding of Allah.
- Some may incorporate both religious and scientific explanations as science has more evidence.



The command word is key.

## Question 4 (b)

Question 4b. Explain two Muslim beliefs that show why human life is sacred.

This is based on specification bullet point 4.2.

Most candidates realised that this linked to the Sanctity of Life, though some believed that meant life was simply special or valuable, rather than sacred. Others suggested that the Sanctity of Life was important because life is sacred. Both types of responses suggest a misunderstanding of what it means for life to be 'sacred'.

This response was included as an example of a very basic response to this question.

(b) Explain **two** Muslim beliefs that show why human life is sacred.

(4)

Human life is sacred because  
Allah made it and Allah is  
considered sacred to Muslims.

Also human life is sacred because  
you only live one life and that's  
your only chance so your life is  
then considered sacred.



The candidate was awarded 1 mark.

- Life is sacred because Allah made it (1).

The attempted development was not credited since the idea that Allah is sacred was not used to explain why that makes human life sacred. The second reason was simply wrong, Muslims do not believe a person has one life, and, even if they did, that fact alone would not make the single life sacred.



Learn accurate definitions of keywords.

This response is included as an example of a candidate who having understood the meaning of the sanctity of life struggled to find a second belief to illustrate it, especially since the question is focussed on human life.

(b) Explain **two** Muslim beliefs that show why human life is sacred.

(4)

One reason muslim life is sacred is because of the sanctity of life. This means that only Allah should be able to take life as he is the one who gave it.

Another reason is that Allah creates people to be Khalifah. This means that we should look after and protect all of life.



The candidate was awarded 2 marks.

One developed reason.

- Because of the sanctity of life (1). Developed by: Only Allah should be able to take life as he is the one who gave it (1).

The second reason was not credited as the fact that humans were given a role by Allah does not explain why human life is sacred.



Make sure you can explain key concepts.

This response is included to illustrate the work of a candidate achieving full marks for this question.

not finished. J'  
(b) Explain **two** Muslim beliefs that show why human life is sacred.

(4)

Muslims show that life is sacred by not allowing abortion, because they believe that the new baby is from a human life, ~~and~~ whether even ~~if~~ if it is conscious or not.

Muslims show that human life is sacred by not allowing euthanasia, as they say the ~~Quran says~~ Muslims should remain strong even if they are in pain, and should not kill themselves for fear of being a burden to their family, as they believe in the sanctity of life.



The candidate was awarded 4 marks.

Two developed reasons.

- Muslims show that life is sacred by not allowing abortion (1), developed by, the new baby is still a human life (1).
- They do not allow euthanasia (1), as Muslims should not kill themselves as they believe in the sanctity of life (1).



Focus on two straightforward developed reasons.

## Question 4 (c)

Question 4c. Explain two reasons why Muslims believe in the existence of the afterlife.

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

This question offered the candidates a plethora of opportunities for valid responses. The most commonly cited reasons were that 'it says so in the Qur'an' and 'it is one of the Six Beliefs/Five Roots', both of which provided ample opportunity for development and appropriate quotations. Less commonly candidates focussed on the idea that belief in an afterlife gave meaning and purpose to this life, as a test or as an opportunity to do good and earn a place in Paradise.

This response was included as an example of mid-range performance.

(c) Explain **two** reasons why Muslims believe in the existence of the afterlife.

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

(5)

the after life makes people  
less scared to die and  
give some muslims hope  
there see their families again.

another reason is it gets  
muslims to believe in  
being a good muslim to  
go to heaven.



The candidate was awarded 3 marks.

One developed and one simple reason.

- The afterlife makes people less scared to die (1), and gives some Muslims the hope to see their families again (1).
- It gets Muslims to believe in being a good Muslim to go to heaven (1).





Quotes would have added value to this response.

This candidate used two of the more commonly seen responses to this question but did not include a source of authority.

(c) Explain **two** reasons why Muslims believe in the existence of the afterlife.

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

Muslims believe that Allah hasn't<sup>(5)</sup> made them live this life without a purpose and thus believe that it is only logical for there to be an afterlife. Another reason is because the ~~the~~ Akhirah ~~the~~ (afterlife) is one of the six beliefs of Sunni Islam which makes belief in the afterlife part of the fundamentals of Islam.

The candidate was awarded 4 marks.

Two developed reasons.

- Allah hasn't made them live this life without a purpose (1), and thus believe it is only logical for there to be an afterlife (1).
- Akhirah is one of the six beliefs of Sunni Islam (1), which makes belief in the afterlife part of the fundamentals of Islam (1).

This is one example, of many, demonstrating successful use of a basic quote from the Qur'an about the afterlife, to gain the source of authority additional mark.

(c) Explain **two** reasons why Muslims believe in the existence of the afterlife.

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

(5)  
Muslims believe in the afterlife as they believe there must be a reward for their devotion to Allah, as their life would be meaningless otherwise. This reward is jannah, which is described as a 'garden grooved with streams'.

Muslims also believe in the afterlife as they believe sinners must be punished for their wrong deeds so that they can repent and devote themselves to Allah.



The candidate was awarded 5 marks.

Two developed reasons and a source of authority.

- There must be a reward for their devotion to Allah (1), as life would be meaningless otherwise (1). The reward is Jahannah which is described as 'a garden graced with streams' (Source of authority, Surah 5:119) (1).
- They believe sinners must be punished for their wrong deeds (1), so they can repent and devote themselves to Allah (1).



Learn the basics, think about the rest.

## **Question 4 (d)**

Question 4d. 'For a Muslim allowing an abortion may be the most compassionate response'.

In your answer you should refer to, as usual, Muslim teachings to reach a justified conclusion. This question also requires the candidate to refer to relevant philosophical arguments in order to access Levels 3 and 4.

When faced with this question some candidates appeared to read no further than 'abortion' and then failed to address the question of compassion. Others were so involved in the Muslim views for and against abortion they neglected to include a philosophical argument, though both Situation Ethics and utilitarianism lend themselves readily to this topic. The idea of 'the lesser of two evils' was most commonly used, and most frequently the examples included risk to the mother's health and rape.

This response is included as representative of a Level 1 response.

(d) "For a Muslim allowing an abortion may be the most compassionate response."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to relevant ethical arguments
- reach a justified conclusion.

(12)

Some muslims may agree with this

Statement as have the child can lead the mother to its death so ~~abate~~ abortion is the only right response. Another reason some muslims may agree is that the child could be the result of ~~abete~~ Rape so the only merciful response for the mother and the family would be abortion as it could be harmful.

Some muslims may disagree with this

Statement as they believe a ~~fetus~~ child is a gift from god and having an abortion is refusing that gift from god. Also god gave everything life therefore he should be the only one allowed to take life and abortion goes against that rule.



The candidate was awarded Level 1:3 marks.

Please consider the marking criteria for level 1.

- There is limited understanding of religion and belief. (Level 2)
- Issues have been identified and superficial connections made. (Level 1)
- There is no attempt at judgement or a conclusion.

The best fit mark for this candidate is therefore the top of Level 1 as there are a variety of relevant ideas.



A conclusion, however brief, would help.

This response was included as an example of Level 2 performance.

(d) "For a Muslim allowing an abortion may be the most compassionate response."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to relevant ethical arguments
- reach a justified conclusion.

(12)

Abortion is the act of terminating a pregnancy, it is a very controversial topic.

Some would agree with the statement above and say that allowing an abortion may be the most compassionate thing to do as there is always extenuating circumstances, for instance, if a woman is ~~rape~~ raped, is it not the most compassionate thing to do? Another reason may be well-being, if the baby puts the mother's life at risk, an abortion would be the most compassionate thing to do. A baby being born may simply just not be the most loving thing to be done.

Others would disagree and say that abortion is murder and can never be the most loving thing to do. The baby can be put up for adoption and another family would take it in if they weren't able to have their own babies. The baby could grow up to change the world and not giving it a

chance to would simply be cruel. In the Quran it says that "Allah will not give you more than you can bear". This means that Allah wouldn't give you a baby if you couldn't handle it and He's the giver and taker of life so no one else has the right to go against His will.

Situation ethics would argue that it's up to the mother decide what's the best thing for her as that's the most loving thing to do. There is constant controversy from a non-religious aspect as "pro-lives" battle with "pro-choices" to see if abortion should be allowed.

In conclusion every case is different but I believe that abortion should be allowed if the baby brings harm to the mother.





The candidate was awarded Level 2:5 marks.

Please consider the marking criteria.

- There is limited understanding of religion and belief with some errors, the response is well founded in the idea of compassion and includes ethical perspectives
- There are connections between some of the elements in the question
- There is limited evidence of judgement and appraisal
- The conclusion is weak and supported only by a generic argument to give a conclusion that has not been justified (Level 1).

Again the work of this candidate is let down by a lack of appraisal and a conclusion that does not evaluate the evidence and gives a personal opinion.



Focus on a developed conclusion with some appraisal of the evidence.

This was included as an example of Level 3 performance.

Please consider the marking criteria for Level 2 and Level 3.

(d) "For a Muslim allowing an abortion may be the most compassionate response."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- refer to relevant ethical arguments
- reach a justified conclusion.

- predestination
- choice -

(12)

Muslims don't allow abortion for a number of reasons. They believe in <sup>the</sup> sanctity of life, which is the belief that all life is sacred, and ~~shouldn't~~ therefore it shouldn't be discarded or ruined. Life is a blessing so we should take it & do our best to live it well, instead of messing up an opportunity. Muslims believe it isn't anyone's choice to take a life and is similar to murder as it's also taking a life, which is a sin & a crime - Only God can take life so it is wrong to take ones life. "To him we belong and to him do we all return" shows that only God chooses when our lives end because he made everything. "Allah is the creator" and we aren't to mess with his creation.

Some muslims may link this to predestination & that it was meant to happen. Allah doesn't give to his creation if he thinks they can't cope; instead he judges how they deal with it. So they may argue God has given them something and they should try to see what will come

out of it as Allah will always give you something better.

Other Muslims may disagree and it is permitted to allow an abortion if under serious circumstances like rape or the possibility of the child or mother suffering. However, an abortion shouldn't be an easy option because just using contraceptives is disliked by the Prophet Muhammad (SAW). It shouldn't be taken lightly as it is still taking a life. Although, it can be argued that the fetus hasn't been formed in some cases. Then again, this can be conflicted as it could've been a potential life and all human life is sacred.

Relevant ethical arguments would say an abortion is wrong because it isn't the potential baby's fault either, ~~because~~ but the pair who did the act. If it may be because they don't want children, then that is a weak argument to some because they're a blessing and should be considered before sexual activity instead of having to abort.

Overall I don't think abortion is necessary for little things as you have to live with your choices and it should only be permitted regarding serious reasons.

(Total for Question 4 = 24 marks)



- There is more accurate understanding of religion and belief, supported by relevant Qur'anic quotes.
- There are clearly different viewpoints and some evidence of links between the elements in the question.
- There is little evidence of judgement, other than the superficial, and little appraisal leading to a conclusion which is again a personal opinion rather than the logical consequence of the evaluation.



Practice judging the quality of an argument.

## Paper Summary

Based on their performance on this paper, candidates should:

- In a) questions not give too much information. There is no requirement for developed responses.
- In c) questions avoid using 'The Qur'an supports this in Surah 4', for example. It is advisable to tell the examiner what the Qur'an says on the issue.
- In d) questions pay attention to the purpose of the conclusion, a question requirement. The conclusion of an evaluation should not be a statement of a personal opinion but should be firmly rooted in the evaluation.
- In d) questions consider the range of possible elements . It is difficult to access higher level marks based on one basic idea.
- Read carefully and take care that they understand what the question is asking for, reasons are different from beliefs or ways.
- Be discouraged from continuing their answers on the blank pages at the end of the script, ask for extra paper.

## 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>

