

Examiners' Report
June 2019

GCSE Religious Studies 1RB0 3C

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Introduction

Paper 1: Area of Study 3 – Religion, Philosophy and Social Justice. 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 encourages an in depth study of Islam today. 1RB0_3C consists of two generic sections, Muslim Beliefs and Living the Muslim Life, with two option topics, Philosophy of Religion and Equality.

This is the second year of awarding for this 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.

In (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 candidates 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)

This is taken from bullet point 1.3.

This was a very straightforward question to introduce the paper. The vast majority of candidates had no problem in giving three brief sentences outlining three characteristics. The most common responses focussed on the idea that Allah is omniscient, omnipotent and benevolent. Unfortunately some candidates could not resist the lure of a three word list and only gained 1 mark rather than the three marks their knowledge warranted.

This response is included to illustrate the issue of the list.

1 (a) Outline **three** characteristics of Allah shown in the Qur'an. (3)

- all loving
- all powerful
- all creative



The candidate was awarded 1 mark for a list with three correct ideas.

Please note that had the candidate written:

- Omni-benevolent (all-loving) etc this would still have been credited as a list. The definition does not add to the outline.

However had the candidate written:

Allah is all-loving etc this would have gained full marks.



Short sentences please, not a three word list.

This is included as an example of a candidate who clearly knew enough to gain three marks yet, while including extra information which gained no credit, only achieved 2 marks.

1 (a) Outline **three** characteristics of Allah shown in the Qur'an.

(3)

Allah is one
Allah has 99 names to help
Muslims understand him
Allah is designer and creator
of the world

Al-Rehman



The candidate was awarded 2 marks.

- Allah is one.
- Allah is designer and creator.

Al-Rahman is the beneficent one however the name alone did not constitute an outline and so could not be credited.



There is no need for development or extra information.

This response is included to illustrate the work of a candidate who achieved full marks but gave far too much information for an outline question.

1 (a) Outline **three** characteristics of Allah shown in the Qur'an.

(3)

Allah is shown as omnipotent and all powerful.

Allah is shown as omniscient and all knowing.

Allah is shown as omnibenevolent and all-loving.

Omnipotence is shown through stories of creation and punishment. Omniscience is shown through the

examples of scientific knowledge in the Qur'an only

recently proven by modern science. Omnibenevolence is

shown through his forgiveness and treatment of people.



The candidate was awarded 3 marks.

- Allah is shown as omnipotent.
- Allah is shown as omniscient.
- Allah is shown as omnibenevolent.

Developments to show how the Qur'an shows these characteristics were not required.



Stick to the point - you don't have to use all the space.

Question 1 (b)

This is based on bullet point 1.6.

Many candidates knew a lot about angels. They did not all use the opportunity offered to develop their explanations but rather gave a long list of beliefs. The most common included ideas like they have no free will, they are made of light, they do specific jobs and they carry messages for Allah.

This response is included as an example of a candidate who gave one developed reason.

(b) Explain **two** Muslim beliefs about angels.

(4)

One muslim belief about angels is that they protect us therefore we aren't hurt by evil spirits.
Another belief is that the angels come from Isa.



The candidate was awarded 2 marks.

One developed reason.

- Angels protect us (1), developed by, therefore we aren't hurt by evil spirits (1).

The second attempted reason was not credited.



There is no substitute for thorough revision.

This response is included as an example of a candidate who confused facts with beliefs.

(b) Explain **two** Muslim beliefs about angels.

(4)

One muslim beliefs about is ~~is~~ when Israfil
blow the trumpet in the day of Judgement
to see if Muslims goes to heaven or hell.

An example of this is when they ~~also~~ ask the
3 questions.

Another muslim beliefs is ~~Sumi Muslims~~
believe in Malakiah ^{which is in one of the six beliefs} and ~~also~~ Muslims
believe ~~more~~ is an angel of death called
Izrafil.



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Examiner Comments

The candidate was awarded 3 marks.

One developed and one simple reason.

- Israfil blows the trumpet in the day of Judgement (1), developed by, to see if Muslims go to heaven or hell (1).
- There is an angel of death called Izra(f)il (1).

Whilst it is true that belief in angels is one of the Six Beliefs this is a fact rather than a belief, and was not credited.



ResultsPlus
Examiner Tip

Stick to what the question asks for.

This response was included as an example of a candidate who achieved full marks.

(b) Explain **two** Muslim beliefs about angels. Munkar + Nakir

(4)

One Muslim belief about angels is that they obey Allah. For example, Allah told angel Jibril to come down and tell ^(Maryam) Maryam that she was going to give birth to a son.

Another Muslim belief is that ^{some of the} the angels has assigned roles given to them by God. For example ^{angels} Munkar and Nakir will ask a dead persons questions in the grave.



The candidate was awarded 4 marks.

Two developed reasons.

- They obey Allah (1), developed by, for example, Allah told Jibrail to tell Maryam she was going to give birth to a son (1).
- Some angels have assigned roles (1). Developed by: For example, Munkar and Nakir will ask a dead person questions in the grave (1).



Examples are a useful form of development.

Question 1 (c)

This is taken from specification bullet point 1.8.

This response is included as an example of a candidate who included all the relevant knowledge in one very long sentence.

(c) Explain **two** Muslim teachings about life after death shown in the Qur'an.

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

(5)

one belief is that when you die you will go to if your good then you will be awarded and will be able to go to jannah but if you have committed a sin and haven't asked Allah for his forgiveness then you will go to jahanna.



The candidate was awarded 2 marks.

One developed reason.

- If you are good you will be rewarded with Jannah (1), developed by, if you have committed a sin and not asked for forgiveness you will go to Jahannam (1).

With more planning this could have been used to generate two developed reasons.



Plan your development before you begin.

This is included as an example of a candidate who gave two developed reasons, but neglected to include a quote from a source of wisdom and authority.

(c) Explain **two** Muslim teachings about life after death shown in the Qur'an.

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

(5)

One muslim teaching is that the Day of Judgement will happen. This is when Allah will judge everyone fairly and everyone will be shown their thoughts and sins; nothing will be hidden. If the person denies ~~is~~ doing something, for example, saying that they did read the Quran when they haven't then the ^{heart} hand and mouth will confess the truth.

Another muslim teaching is that depending if the good outweighed the bad and vice versa the person will go to heaven or hell. Hell is a place of punishment where the only food available is thorns.



The candidate was awarded 4 marks.

Two developed reasons.

- The Day of Judgement will happen (1). Developed by: This is when Allah will judge everyone fairly (1).
- If the good outweighs the bad, or vice versa, the person will go to heaven or hell (1). Developed by: Hell is a place of punishment (1).

The candidate included a significant amount of additional information which could not be credited. There were a number of neglected opportunities to include a relevant quotation.



Learn your quotations.

This response is included to illustrate constructive use of a well-known quotation from the Qur'an (Surah 23:104).

(c) Explain **two** Muslim teachings about life after death shown in the Qur'an.

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

(5)

One teaching of life after death is that we will go to jannah. This is eternal paradise where we will be rewarded for our good deeds on this dunya.

Another teaching is that the bad people will go to hell. This is an eternal punishment and in the quran it teaches that "the fire will scorch their faces". This shows muslims that if we are bad the punishment will be torment in fire.



The candidate was awarded 5 marks.

Two developed reasons and an appropriate source of authority.

- We will go to paradise (1). Developed by: This is eternal paradise where we will be rewarded for our good deeds (1).
- Bad people will go to hell (1). Developed by: This is eternal punishment (1). The Qur'an teaches 'The fire will scorch their faces' (Source of authority) (1).

In this case the quotation is firmly linked to a developed reason so the additional mark can be credited.



Think about how your quotations fit your reason.

Question 1 (d)

The question is based on specification bullet point 1.4.

All candidates in these exemplars were awarded 3 marks for SPaG.

Most candidates were well informed on the value of Prophet Muhammad as a role model for Muslims though the other prophets were less widely considered. Many contrasted the value of a human example with the value of the Qur'an as the most useful source of guidance.

This response was included to illustrate the work of a candidate at Level 1.

*d) "The lives of the prophets are the best way for a Muslim to understand how to live."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

~~Some muslims will agree with this statement as they would believe that the prophets had no sins so the way they lived their life was good as they did righteous deeds. They would also agree with this statement as muslims should follow the path of the prophet Muhammad (PBUH).~~

The lives of the prophets are the best way for muslims to understand how to live life as ~~they~~ if they committed no sins then we should see and learn on what they did to achieve being sin free and entering paradise.

Some muslims may disagree with this as they believe that the best way to understand how to live life is through the Qur'an because it's the word of Allah. They also believe that the best way for a muslim to understand

how to live isn't from the lives of the prophets as the recordings of their lives in scriptures other than the Qur'an may not be accurate as it isn't a strong source of wisdom.

Overall you shouldn't completely rely on the lives of the prophets to understand how to live. If you should also take advice from the Qur'an.



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Examiner Comments

The candidate was awarded Level 1: 3 marks.

Please consider the marking criteria for Level 1 performance.

- There is some understanding of religion and belief.
- One key issue has been identified on each side of the debate with limited linkage to other ideas.
- The conclusion reiterates the argument to produce a conclusion that is not fully justified.

Since this response fulfils the criteria for Level 1 the best fit mark was 3.



ResultsPlus
Examiner Tip

It is difficult to access higher marks based on one basic for and against argument.

This response is included to illustrate the development in the quality of the response between Level 1 and Level 2.

We sent to every nation a messenger to guide them
In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

* (d) "The lives of the prophets are the best way for a Muslim to understand how to live."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

I've perfected your religion
Prophets = humble - Shepherds
Hadith
"Seal of the Prophets"
Holy books
Imams

(15)

I strongly agree with this statement as I think all prophets were "pure" and "free from sin" as it says that in the Quran:

I also strongly agree as Muhammad was a prophet and the Quran refers to him many times as the greatest of all mankind and in his last sermon he also said "I have perfected your religion" showing him to be the perfect example.

What has further convinced me is the way that all prophets may have been amazing and powerful but they still remained humble which is a great lesson to learn.

Someone who disagrees with me may say that we should learn how to live

from the Quran as it's described as "God's greatest miracle" in hadith and as "free from distortion" in the Quran so it must be a perfect guide.

A Shia Muslim may say we that we should learn how to live from our Imams as like prophets they're also chosen by God and they're also pure but unlike prophets we can learn by directly watching our Imams.

They may also say that we should learn how to live by our parents as in the Torah it says "honour thy mother and father" and that the Quran says "The key to heaven is at your mother's feet"

To conclude I still firmly agree with my original stance as the prophets were free of sin, Muhammad was a prophet and he was the greatest of mankind and prophets were humble. I understand that someone may disagree with me as they prefer the Quran, they are Shia's or they think we should learn from our ^{parents.}

(Total for Question 1 = 27 marks)



The candidate was awarded Level 2: 4 marks.

Please consider the marking criteria for Level 1 and Level 2.

- The candidate demonstrates limited understanding of religion and belief (Level 2-).
- Relevant elements are identified and superficial connections made using relevant quotations (Level 1).
- Judgements are supported by generic arguments to produce a conclusion that is not fully justified (Level 1).

There is clearly an attempt to include more relevant information, lifting the response to a Level 2. However much of it remains a basic, and fairly superficial treatment of the topic, firmly rooted in Level 1. Therefore the best fit mark for this response is Level 2: 4 marks.



Focus on a conclusion that doesn't merely restate the arguments.

This response is included to demonstrate the development between a low Level 2 and a high Level 2.

***d) "The lives of the prophets are the best way for a Muslim to understand how to live."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Prophets are one of the messengers guided by Allah on earth; They are perfect examples for Muslims, therefore they name their children after them, hoping they would follow the same path.

A Muslim may agree with this statement, talking about Prophet Muhammad (PBUH) being the 'perfect example' for Muslims. He received the miracle of the Quran through Jibril, and has been directly chosen by Allah to be the "Seal of all prophets", in delivering the perfect message. Not only that but he brought of peace and understanding such as having to a Jewish ~~funeral~~ ^{funeral} which this describes found odd. This proves Prophet Muhammad is the perfect example.

Another Muslim would be that they are Allah's physical representatives on earth, "We have sent a messenger to every community."

Allah has chosen for a reason and must be the best example for those to follow.

On the other hand, some Muslims disagree stating that the holy books (Kutubullah) is all that is needed to know how to lead their lives. For example the Quran is the ~~final~~ ^{final} perfected example from Allah; Because it is a perfected message that is all they require - to study it.

Furthermore, the Prophets are not perfect such as Adam. He was tempted by Iblis and made man deservest God punishing him to evil. If Prophets are not perfect why should they be followed?

In conclusion I ~~do~~ ^{do} agree ~~that~~ with this statement, while some people Muslims disagree, regarding the Prophets as important, but imperfect compared to the holy books.

In my opinion the Prophets are the best examples due to their human nature. Their physical appearance can be interpreted, and ^{all their actions can imitate their} actions.

(Total for Question 1 = 27 marks)



The candidate was awarded Level 2: 6 marks.

Please consider the marking criteria for Level 2.

- There is limited, but accurate, understanding of religion and belief.
- There is an attempt to deconstruct religious information and connect elements of the question together.
- There is limited evidence of judgement of the value of the arguments leading to a partially justified conclusion.

The candidate therefore fulfilled the requirements for Level 2 and was awarded 6 marks.



To improve requires judgement of the quality of the arguments offered.

Question 2 (a)

This is taken from specification bullet point 2.5.

Whilst almost all candidates recognised that the design argument concerns the creation of the world, many saw this as a licence to simply write Muslim beliefs about Allah as creator without reference to the design argument. A significant minority wrote about the causation argument and therefore could not be credited.

This response is included to illustrate the difficulty faced by those who failed to link their outlines to the design argument.

2 (a) Outline **three** ways the design argument confirms the existence of Allah for Muslims.

(3)

One ways the design argument confirms the existence of Allah is that he is all powerful to create world.

Second ways confirm the existence of Allah that he is all-knowing (omniscient) so would know to do it.

Third reason is the Allah is all-loving so he make it from his own kind.



The candidate was awarded 0 marks.

This response is focussed on the attributes of Allah as creator, with no reference to the design argument.



Make sure you answer the question.

This candidate focussed on the evidence for the existence of Allah rather than the design argument as proof.

2 (a) Outline **three** ways the design argument confirms the existence of Allah for Muslims.

(3)

One way the design argument confirms the existence of Allah is Miracles

Another way is visions

The third way is that it was planned to be caused ^{and} complicated ~~and~~



The candidate was awarded 1 mark.

- It was planned and complicated.

Miracles and visions may indeed provide evidence of the existence of Allah but are unrelated to the design argument.



Focus on the key words in the question.

The work of this candidate was included as an example of a response fully focussed on the design argument.

2 (a) Outline **three** ways the design argument confirms the existence of Allah for Muslims.

(3)

- One way the design argument confirms the existence of Allah is that something must have designed the earth and that is Allah.
- Another way the design argument confirms the existence of Allah is that the Earth has been planned - water cycle, gravity etc. Something has to have designed it - that is Allah.
- A final way the design argument confirms the existence of Allah is that the world is something that couldn't have happened due to chance, and therefore, Allah created it.



The candidate was awarded 3 marks.

- Something must have designed the earth.
- The earth has been planned.
- It couldn't have happened due to chance.



This form of simple statement is all that is required. There is no credit for development.

Question 2 (b)

This question is based on specification bullet point 2.8.

Both practical and philosophical responses were credited. Those who struggled with this question did so because they failed to realise the question required Muslim responses.

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

(b) Explain **two** Muslim responses to the problem of suffering.

(4)

Muslims believe that life on earth is a test for ~~if you pass~~ afterlife, ~~if you fail then~~ so you are suffering for a reason, and to see if you will pass the test.



The candidate was awarded 2 marks.

One developed reason.

- Life is a test for the afterlife (1), developed by, you are suffering for a reason, to see if you will pass the test (1).



What could a Muslim do to relieve suffering?

This was included as an example of those who struggled to provide a convincing second reason.

(b) Explain **two** Muslim responses to the problem of suffering.

(4)

One muslim response to the problem of suffering is that Allah sends suffering upon those people who commit bad deeds. Another muslim response would be that suffering can lead to someone becoming a better muslim as you will realise your mistakes and ask for forgiveness from Allah making you closer to him.



The candidate was awarded 3 marks.

One simple and one developed reason.

- Allah sends suffering upon those who commit bad deeds (1).
- Suffering can lead to someone becoming a better Muslim (1), as you ask for forgiveness from Allah (1).



Why else may suffering exist?

This response was included to demonstrate the benefits of focussing on the responses Muslims may make to suffering.

(b) Explain **two** Muslim responses to the problem of suffering.

(4)

One response to the problem of suffering is ~~that~~ a qur'anic response. This is where Muslims can read the Qur'an and look for solutions in the Qur'an. e.g. story of Ayyub.

Another response ~~to the problem~~ is a practical response. Muslims can pray their 5 daily prayers and ask for forgiveness and guidance. They can also pray additional prayers to help.



The candidate was awarded 4 marks.

Two developed responses.

- Muslims can read the Qur'an and look for solutions (1), developed by, e.g. the story of Ayyub (1).
- Muslims can pray their five daily prayers and ask for forgiveness and guidance (1). Developed by: They can also pray additional prayers to help (1).



Practice looking for the key word.

Question 2 (c)

The question is based on specification bullet point 2.1.

Most candidates chose to consider revelation through the Qur'an and the Prophet, with others considering miracles and visions as revelation.

This is included as an example of a form of direct revelation.

(c) Explain **two** ways Muslims believe Allah is revealed to humanity.

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

(5)

~~One way Muslims believe Allah is revealed to humanity is when Muhammed sent Bilal to slave to pray first ^{or} ~~last~~ ^{speaker} ~~body~~ which shows~~

One way Muslims believe Allah is revealed to humanity is when Musa talk to Allah which shows that Allah is Omnipotent and omnibenevolent.



The candidate was awarded 1 mark.

- When Musa talked to Allah (1).

The attempted development linked to the nature of Allah rather than to revelation so was not credited.



Develop the way not the reason.

This is included to illustrate the use of a familiar quotation to illustrate how Allah is revealed.

(c) Explain **two** ways Muslims believe Allah is revealed to humanity.

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

(5)

Allah is revealed through the Quran where it states all of Allah's 99 names. In the Quran it says: "Allah is one, ~~He is one~~, the eternal Refuge" which is one of his names. He is also called the All-Merciful, the All-Powerful which helps Muslims give an idea on what God is like.

Allah is revealed through the prophet. Prophets teach the humanity Allah's lessons and this shows Muslims how Allah wants his believers to act and behave. For example, Muhammad teaches to live a life caring for your children and others showing that Allah is an all-loving God.



The candidate was awarded 5 marks.

Two developed reasons and a relevant source of authority.

- Allah is revealed through the Qur'an (1). The Qur'an says, 'Allah is one, the eternal refuge.' (Source of authority) (1). Developed by, which helps Muslims have an idea what God is like (1).
- Allah is revealed through the prophets (1). Prophets teach humanity Allah's lessons and this shows Muslims how Allah wants his believers to behave (1).

The quotation is firmly embedded in the midst of a developed reason.



$2 \times 2 + 1 = 5.$

This candidate gave two developed reasons but was unable to link the quote to a developed reason.

(c) Explain **two** ways Muslims believe Allah is revealed to humanity.

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

(5)

One Muslim belief is that Allah is revealed through the Quran. This was first passed on from the angel Jibrail to the prophet Muhammad and the Quran is believed to never be altered and so Muslims believe that this is the revelation of God. In the Quran it says 'I will answer whoever calls.'

Another Muslim belief is that Allah reveals himself through visions. This is shown when the prophet Muhammad goes on the night journey. Also God Allah can reveal himself through prayer.



The candidate was awarded 4 marks.

Two developed reasons.

- Allah is revealed through the Qur'an (1). Developed by: The Qur'an is believed to have never been altered (1).
- Allah reveals himself through visions (1). Developed by: For example Prophet Muhammad on the Night Journey (1).

Since the quotation effectively stands alone, rather than linked to a developed reason, it was not credited.



Embed your quote in a developed reason.

Question 2 (d)

The question is based on bullet point 2.2.

The vast majority of candidates found something relevant to contribute to the discussion with many enjoying the opportunity to expound on non-religious views. Such non-religious opinions are only creditworthy when they are specifically asked for in the question rubric. Unfortunately many candidates employed them on other questions, particularly, but not exclusively, in response to (d) question stimuli.

This response was included to demonstrate the work of a candidate who answered on what a person could see with their eyes rather than on visions as a mystical experience.

(d) "Visions provide evidence that Allah exists."

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)

According to the ~~statement~~ statement I will agree because Allah is ~~omni~~ omniscient and he can see all of ~~us~~ us.

Some of the muslims believe that every thing that we see in this world is made by Allah and Allah designed only for us so we can survive with these.

~~Some~~ Most of muslims believe that Allah exists because a human cannot ~~and~~ make every thing in this world even the earth is made by Allah and we cannot do anything about it. Allah ~~make~~ every thing for us so we can survive.

Some muslims believe that Allah does exists be Yusuf Islam who was a christian and he was drowning he said whilst he was drowning that "If you save me then I will convert to ~~is~~ Islam which he did so. This argument makes everyone believe that Allah ~~does~~ exists that's why he saved his life.

Other ~~christians~~ ^{muslims} would not agree with this statement because they do not get evidence from their vision. They look with at different view. They think if (God) Allah was existed then why he doesn't stop evil and suffering in the world. which is causing floods etc.

Some other muslims would not agree with it because they might think that if he was existed then why he doesn't fullfill our needs.

In my conclusion i would still agree with ~~it~~ it because my visions to the earth can to the facilities provide evidence that he does exists.



The candidate was awarded 0 marks.

Fortunately in this case, achieving no marks did not also cost the candidate SPaG marks, since SPaG is only awarded in sections 1 and 3.



Read the question carefully.

This candidate argued one simple point from each side of the debate.

(d) "Visions provide evidence that Allah exists."

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)

I strongly agree with the statement because visions are supernatural messages sent by God to Man therefore something supernatural proves that Allah exists.

However on the other hand, a non muslim could argue the fact that muslim prophets experiancy visions are actually false and they were actually hallucinating due to drugs.

But then a muslim can argue that that point can't be true because muslims do not take drugs as it is haram.

In conclusion, I still strongly agree with the statement because experiancy a vision is supernatural and can only come from Allah.



The candidate was awarded Level 1: 2 marks.

Please consider the Level 1 marking criteria.

- There are simple ideas of religion and belief.
- One issue was identified and refuted.
- This led to a conclusion that was not justified.



Consider alternative relevant issues.

This response is included as an example of a candidate who was prepared to offer more elements for consideration on both sides of the argument.

(d) "Visions provide evidence that Allah exists."

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 ~~mus~~ people disagree with the statement as people have hallucinations. This is evidence against Allah's existence as it might be a hallucination rather than a vision. Also, you cannot prove a hallucination.

Also, scientists believe that 'visions' are caused by people being on drugs and alcohol. They might be in the wrong state of mind as that's the effects of taking drugs. as you end up seeing things.

Finally, there is no scientific evidence towards visions and God. So, ~~science~~ if there is no scientific evidence then Allah doesn't exist. Even if you had a vision you may not believe that Allah exists.

However, there are numerous visions that are ^{written} in the Quran. Like Mariam hearing a vision of her someone telling her that she is going to have a son. This is proof that Allah exists as she does end up having a son.

Also, they provide evidence that Allah exists as no one is able to make a vision happen unless you are an all powerful being. The only powerful person is Allah.

Finally, Allah is transcendent which means Allah is everywhere. So muslims believe that visions occur ^{from} by Allah as he is either 'warning you', comforting you or guiding you.

In conclusion, as a muslim I believe they provide evidence that Allah exists as no one is ~~more~~ powerful enough to create them.



The candidate was awarded Level 2: 5 marks.

Please consider the marking criteria for Level 2.

- There is limited understanding of religion and belief.
- There are simple attempts to deconstruct the evidence.
- There is no evidence of judgement of the value of the arguments leading to a conclusion which is not justified.



Focus on judging the quality of the arguments offered.

Question 3 (a)

This was based on specification bullet point 3.3.

Since Salah is one of the Five Pillars, most candidates had a good grasp of its importance in Muslim life. In many cases the Five Pillars are a candidate's first introduction to Islamic belief. Those candidates who did less well tended to confuse Salah with one of the other Pillars, frequently Shahadah.

This was included as an example of one of the few candidates who struggled to provide three beliefs about the importance of Salah.

3 (a) Outline **three** beliefs that show why Salah is important to Muslims.

(3)

one belief why Salah is important to Muslims is they get to communicate with Allah five times a day. Another belief why Salah is important to Muslims because



The candidate was awarded 1 mark.

- They get to communicate with Allah five times a day.



Why is that important?

This response is included to demonstrate a typical response scoring 3 marks.

3 (a) Outline **three** beliefs that show why Salah is important to Muslims.

(3)

Salah is important to muslims because
its an way to talk to Allah.
Salah is important ~~being~~ because ~~of~~
thank~~ing~~ Allah what he is doe for us.
Salah is important to us because its
part of ~~B~~ five Pillars of Islam.



The candidate was awarded 3 marks.

- It is a way to talk to Allah.
- To thank him for what he has done.
- Because it is one of the Five Pillars.

In this case the fact that it is one of the Five Pillars does make it important to Muslims.



Keep it brief and to the point.

This gives a second example of a concise response to an outlook question.

3 (a) Outline **three** beliefs that show why Salah is important to Muslims.

(3)

Salah is one of the 5 pillars.

Salah is a way of talking to God.

Salah brings you closer to God.

The prophet would need Salah.



The candidate was awarded 3 marks.

- It is one of the Five Pillars.
- It is a way of talking to God.
- Salah brings you closer to God.

The idea that it follows the example of the Prophet is also creditworthy however full marks had already been achieved.



You don't need more than this for an outline.

Question 3 (b)

This was based on specification bullet point 3.4.

Many candidates opted for the idea that fasting enables Muslims to better empathise with those who often go hungry. However this could more accurately be seen as a beneficial side effect of the process rather than its purpose.

This response was included as an example of the type of simple reason with no development offered by some candidates.

(b) Explain **two** reasons why Muslims fast during Ramadan.

(4)

They fast because it shows their dedication and it also shows how they are doing something to earn allahs gratitude. it also mirrors the less fortunate.



The candidate was awarded 2 marks.

Two simple reasons.

- It shows their dedication (1).
- It mirrors the less fortunate (1).



Focus on clear development.

The work of this candidate was included to demonstrate what effective development looks like when contrasted with attempted development that doesn't work.

(b) Explain **two** reasons why Muslims fast during Ramadan.

(4)

Muslims fast because prophet told them to fast they fast from ~~set~~ sunrise ~~sets~~ to sun ~~rise~~ set.

They fast because get closer to God. ~~because~~ the fasting is test from in ~~month~~ month of Ramadan.



ResultsPlus
Examiner Comments

The candidate was awarded 3 marks.

One simple and one developed reason.

- The Prophet told them to (1).
- To get closer to God (1), developed by, because fasting is a test in the month of Ramadan (1).

The attempted development of the first reason was not credited, as explaining what Muslims do when they fast does not explain why they do it.



Development must both answer the question and develop the initial reason.

This response is included as an example of a candidate who gave two developed reasons without discussing the poor.

(b) Explain **two** reasons why Muslims fast during Ramadan.

(4)

• Muslims fast during Ramadan to purify themselves in the holy month, they do this by making themselves a better person by letting go of bad deeds, praying more.

• Also Muslims fast during Ramadan to bring them closer to God as it is a commandment which they follow.



The candidate was awarded 4 marks.

Two developed reasons.

- To purify themselves in the holy month (1), developed by, they do this by making themselves a better person by letting go of bad deeds (1).
- To bring them closer to God (1), developed by, as it is a commandment which they follow (1).



This is enough for a developed reason, no need for further explanation.

Question 3 (c)

This question is based on specification bullet point 3.8.

Id-ul-Adha is the Festival of Sacrifice and celebrates Ibrahim's willingness to sacrifice his son for Allah, even though the sacrifice was not in the end required as Allah provided a sheep to replace the boy. It also marks the end of the annual Hajj. Many candidates knew and understood the significance of the festival though some, perhaps inevitably, confused it with Id-ul-Fitr. Of those who wrote about the correct festival some were sidetracked by how it is celebrated, whilst others struggled to find an appropriate source of wisdom and authority.

This response is included to represent those candidates who knew one salient fact.

(c) Explain **two** reasons why Muslims celebrate Id-ul-Adha .

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

(5)

Due to the sacrifice that the prophet was willing to make for the sake of Allah.



The candidate was awarded 1 mark.

One simple reason.

- Due to the sacrifice that the prophet was willing to make for the sake of Allah (1).



If you don't know don't waste time.

This response is included as an example of a candidate who was familiar with the story.

(c) Explain **two** reasons why Muslims celebrate Id-ul-Adha .

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

(5)

Idul Adha is the time when Allah ^{asked his} ~~replaced~~ prophet to ~~replace~~ ^{kill his first} son in which he had waited and tried and begged Allah to have in order to show his love to Allah. — This was a test and last minute Allah sent his angel down to replace the baby with a lamb. Muslims celebrate this love ^{and sacrifice} for Allah.

They believe it shows respect to the sacrifice in which the prophet was prepared to make for his lord.

"(sent the malaikah (angels) to replace your son with a ram."



The candidate was awarded 3 marks.

One developed and one simple reason.

- Allah asked the prophet to sacrifice his son to show his love for Allah (1). At the last minute Allah replaced the baby with a lamb (1).
- It shows respect for the sacrifice the prophet was prepared to make (1).

Whilst some of the detail is inaccurate the candidate was rewarded for what they did know. The attempted use of a source of wisdom and authority was not credited since the Qur'an merely says that Ibrahim fulfilled the vision by his willingness to sacrifice.



You need to know what the Qur'an/Hadith actually say.

This response is included to illustrate the work of a candidate who could explain the festival but not use an authentic source of authority.

(c) Explain **two** reasons why Muslims celebrate Id-ul-Adha .

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

(5)

Id-ul-Adha is the sacrifice of a goat at the end of haji to signal the end of the pilgrimage. ~~To is there~~ The meat of the animal is then distributed equally and reminds ~~the~~ Muslims that we are all equal and that we should share what we have.

It is also to remind us of the story of Ab Ibrahim and how he was ~~with~~ willing to sacrifice his son 'sacrifice this goat instead'. So the animal becomes a symbolic reminder of this story and we should always be prepared to give up anything and everything for Allah.



The candidate was awarded 4 marks.

Two developed reasons.

- Id-ul-Adha is the sacrifice of a goat at the end of Hajj (1), developed by, to signal the end of the pilgrimage (1).
- It reminds us of the story of Ibrahim (1), developed by, and how he was willing to sacrifice his son (1).

Some Muslims do sacrifice a goat rather than a sheep so this was credited. However the rather optimistic attempt at a quote was not, since the Qur'an does not suggest what the sacrificial animal was.



Quotes must be accurate to gain this mark.

Question 3 (d)

This is based on bullet point 3.5.

Since this question concerned the Five pillars many candidates engaged in robust argument, generally contrasting the value of Zakah in helping the poor with either Shahadah or Salah as alternatives. Many however chose to assert that they were all of equal importance and all needed as part of Muslim life.

This response is included to show the work of a candidate who, whilst not knowing what Zakah is, did know that Salah is one of the Five Pillars.

***(d) "Zakah is the most important of the Five Pillars."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

I both agree and disagree with this statement.

I disagree because the other Salah could be most important as they pray 5 times per day to show their loyalty to God, which would be very important to them.



The candidate was awarded Level 1: 1 mark.

Please consider the marking criteria for Level 1.

- There was one valid point arguing against the statement.

The candidate was therefore awarded 1 mark and then was awarded 3 marks for SPaG.



Always try to gain a mark in Sections 1 and 3. SPaG marks are important.

This response was included as typical of those candidates who offered a simple argument for and against with little development or depth of knowledge.

*(d) "Zakah is the most important of the Five Pillars."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

In my opinion I strongly agree with this statement because Muslims believe if whatever you get you should give to others and not be greedy. Zakah is all about charity and by giving zakah money you are doing good deeds and being a good Muslim.

On the other hand other Muslims might say giving zakah money is important but it's not the most important belief.

Muslims might think praying 5 times a day is the most important belief because it's showing that

you are prepared to take
full time cut of
your day to prey which shows
commitment and loyalty

Overall after looking at
both arguments, I strongly
agree with this statement
because you are leading
a good MUSCUM life if
you are giving money
to charity because you
are thinking ~~of~~ of others
and not just your self.



The candidate was awarded Level 1: 3 marks.

Please consider the Level 1 marking criteria.

- There are isolated elements of understanding of religion and belief.
- There are a number of issues identified across a very limited range of elements.
- This led to a generic judgement which was not fully justified.

This candidate therefore fulfils the criteria for Level 1 and was awarded 3 marks.



Aim to add both breadth and depth to the arguments.

This response was included as representative of the work of a Level 2 candidate.

***d) "Zakah is the most important of the Five Pillars."**

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Muslims may believe that zakah is the ~~most~~ most important of the five pillars as it is to give money to charity, ~~2.5%~~ 2.5% of your wealth must be given. This is to ~~show~~ ^{give} aid to the unfortunate so they wouldn't have to be living in misery and die. It is also obligatory so it must be given, by doing this it gets you closer to ~~Allah~~ Allah and gives you good ~~deeds~~ deeds, so you can go heaven. Furthermore Muslims may believe that this is the most important as the other pillars only help yourself however zakah helps other people showing that you are not selfish and is ~~as~~ a caring person which Allah would prefer.

However, other Muslims may disagree with this as they are all as important as each other. This is because they are all obligatory which shows that you must

do all. ~~For~~ Additionally, by only focusing on Zakah and not doing the other four pillars ~~is~~ is not what ~~the~~ Allah wanted us to be close to him and be in a higher level in heaven you have to complete all his pillars at least once in your lifetime.

In conclusion, I think that all five pillars are as important as each other as Allah wants us to focus on all of them as much as ~~to~~ each other that's why he specifically chose them to be obligatory. I don't think that Zakah is the most important as it is important but they are all important as well there is none that isn't important out of them.



The candidate was awarded Level 2: 5 marks.

Please consider the Level 2 marking criteria.

- There is limited understanding of religion and belief.
- There is some attempt to deconstruct religious information giving evidence of development.
- There is little evidence of judgement of the value of the arguments leading to a conclusion that is not fully justified.

The best fit mark for this response is therefore Level 2: 5

To improve the candidate needs to give some thought to the relative value of the arguments offered.



Judge the quality of the arguments.

Question 4 (a)

This is from specification bullet point 4.5.

The question is specific to racial harmony. A significant number of candidates equated race with religion and therefore were not answering the question. Others gave teachings that may be relevant rather than ways, and again were not answering the question.

This is included as an example of a candidate who was unclear what the question was asking. In the response there is one 'way' which could be credited, one 'teaching' which was not and a third response that was not linked to racial harmony.

4 (a) Outline **three** ways Muslims work for racial harmony.

- one way muslims work for racial harmony would (3)
- muslims don't judge any other race but ~~be~~ respect them even though they might not believe in it.
 - another way muslims work for racial harmony is that "everyone is as equal as teeth of a comb"
 - A third way muslims work for racial harmony is they give money to charities.



The candidate was awarded 1 mark.

- They don't judge any other race but respect them.

Muhammad's teaching could not be credited as it wasn't shown to be working for racial harmony. Giving charity was not credited as it also was not linked to racial harmony.



Know the difference between facts, beliefs, teachings, ways and reasons.

This response was included as an example of a mid-level response.

4 (a) Outline **three** ways Muslims work for racial harmony.

(3)

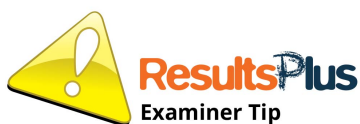
Muslims do not believe that people should be judged by race or religion. They can pray for racial harmony. They can make friends with opposite race and mix to show we are all the same no matter what the race or religion.



The candidate was awarded 2 marks.

- They pray for racial harmony.
- They can make friends with the opposite races.

The initial point was again couched as a belief rather than an action and could not be credited.



Stick to what is required.

This response was included as representative of those who achieved full marks.

4 (a) Outline **three** ways Muslims work for racial harmony.

(3)

- Muslims preach equality as in the Quran it says we are all equal
- Muslims provide help and support for ^{all} other races
- Muslims teach their children not to discriminate.



The candidate was awarded 3 marks.

- Muslims preach equality.
- They provide help and support for all races.
- They teach their children not to discriminate.



Brief and to the point.

Question 4 (b)

This question is derived from specification bullet point 4.6.

This question raised similar issues to 4(a) with a minority of candidates equating racial discrimination with religious prejudice, these frequently could not be credited.

This response is included as representative of a candidate struggling to come up with reasons.

(b) Explain **two** reasons why Muslims believe racial discrimination causes problems in society.

(4)

Racial discrimination causes problems for
example fighting and protesting against each other

Also racial discrimination causes war to
happen this affects all religions.



The candidate was awarded 1 mark.

One simple reason.

- It causes fighting and protesting (1).



Focus on developing your reasons.

This response is included to illustrate the work of those who fell into the trap of equating race with religion.

(b) Explain **two** reasons why Muslims believe racial discrimination causes problems in society.

(4)

One reason why Muslims believe racial discrimination causes problems in society is that we live in a multicultural society and some people judge of what we look or how we act.

Another reason is Muslims believe there are lots of different religions in our society and in the Equality Act 2010, we should be equal ^{and fair} of what they believe.



The candidate was awarded 2 marks.

One developed reason.

- We live in a multi-cultural society (1), developed by, some people judge (others) on what they look like or how they act (1).

The second reason offered is based on problems of religious intolerance. Since race does not equate with religion this could not be credited.



Stick to what the question requires.

This response was included as an example of those candidates achieving full marks.

(b) Explain **two** reasons why Muslims believe racial discrimination causes problems in society.

- afraid/different
- stereotypes.

(4)

One reason why Muslims believe racial discrimination causes problems in society because people stereotype people of race and do not truly understand what each race is actually like.
Another reason why Muslims believe racial discrimination causes problems in society is because some people of are judged by their race and not by how they actually work in careers.



The candidate was awarded 4 marks.

Two developed reasons.

- People stereotype people of race (1), developed by, and do not truly understand what each race is actually like (1).
- Some people are judged by their race (1), developed by, and not by how they actually work in their careers (1).



Two clearly developed reasons.

Question 4 (c)

This question is based in specification bullet point 4.2.

There are many teachings in Islam that could be employed in answering this question. By far the most common was the words of the Prophet in his final sermon, with many also citing the Prophet's treatment of his wives and the black African who became the first prayer caller.

This is included as an example of a basic level response which only offered one developed way.

(c) Explain **two** ways the teachings of Islam may help to reduce inequality in the world.

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

(5)

In Islam it teaches to treat everyone equal no matter what ~~color~~ skin color, race or religion. This will help reduce the amount of inequality as people are being taught to love and care for each other regardless of race.



The candidate was awarded 2 marks.

One developed reason.

- Islam teaches to treat everyone equal regardless of skin colour, race or religion (1). Developed by: This will help reduce inequality as people are being taught to love and care for each other (1).



Always aim to give two responses.

This response is included as an example of a candidate who gave two brief but clear reasons.

(c) Explain **two** ways the teachings of Islam may help to reduce inequality in the world.

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

(5)

One teaching is that "no Arab is superior than non arab" which teaches that each race is equal to each other in Islam.

Another teaching is that we are all made equally as the nature of Allah is just. This shows that Allah loves us all equally which gives no reason to discriminate.



The candidate was awarded 4 marks.

Two developed reasons.

- 'No Arab is superior to a non-Arab' (1), developed by, which teaches that each race is equal in Islam (1).
- We are all made equally as the nature of Allah is just (1).
Developed by: This shows that Allah loves us all equally which gives no reason to discriminate.

Although the quotation from Muhammad's final sermon is accurate it is found with a simple development, 'All races are equal in Islam', as a result it is functioning as a reason and cannot be credited as the source of authority. In order to gain the additional source of authority mark the quotation must be linked to a developed reason.



Consider the quotation as extra to a developed reason.

This is included as an example of a response that was very firmly focussed on the teaching of Islam and its application to reducing inequality.

(c) Explain **two** ways the teachings of Islam may help to reduce inequality in the world.

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

(5)

One way the teaching of Islam help to reduce the inequality in the world is because the prophet was against inequality. The prophet Muhammad said that "no arab is better than a non arab and no white is better than a black" This is important because the prophet was against racial ~~discrimination~~^{inequality} meaning all muslims should be follow his example and reduce inequality.

Furthermore, muslims believe everybody was made equally. The prophet taught that ~~was~~ "we are all as equal as the teeth of a comb" so inequality should not exist.



The candidate was awarded 5 marks.

Two developed reasons and an appropriate, relevant source of authority.

- The Prophet was against inequality (1). Prophet Muhammad said, 'No Arab is better than a non-Arab' (Source of authority). (1).
Developed by: All Muslims should follow his example and reduce inequality (1).
- Muslims believe everyone was made equally (1). Developed by:
The Prophet taught 'We are all equal as the teeth of a comb'. (1).



Practice giving developed reasons with each quote you learn.

Question 4 (d)

This question is derived from specification bullet point 4.3.

Whilst many candidates confined their responses to a consideration of the impact on the religion of living in a multi-faith community, others were sidetracked by thoughts of food and music more appropriate to a consideration of a multi-cultural community.

This response is included to exemplify the work of a Level 1 candidate.

(d) "Living in a multi-faith society benefits Muslims."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

The first way it benefits Muslims is because ^{people learn to} ~~they~~ become more tolerant and people can learn about each other's faiths. Another benefit would be that they're able to try different foods and lots of different people are able to come together and learn about one another.

However some Muslims may disagree and say that it's more of a challenge for Muslims than it is of a benefit. They might not be able to practise their religion as they want, or as freely as they want. This is a challenge for them, also they might deal with people who aren't tolerant towards them. And might go through things such as verbal abuse etc.

Overall I believe if people are more tolerant about one another then we wouldn't have to worry about

Issues like this, however it's up to people on how they behave and treat others. You should treat others however you'd want to be treated.



The candidate was awarded Level 1: 3 marks.

Please consider the Level 1 marking criteria.

- There are isolated elements of understanding of faith and belief.
- Issues are identified.
- There are generic judgements leading to an unjustified conclusion.

The candidate therefore fulfils the requirements for 3 marks.



Support your argument with relevant teachings.

This response was included to illustrate the work of a mid-range Level 2 candidate.

(d) "Living in a multi-faith society benefits Muslims."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

A muslim may disagree as they make take the literalist approach in which they only believe that there eir faith that themselves are following is the true and the only faith that will get someone to heaven. Some muslims may believe this as ~~the~~ God gave muhammed the prophet which includes teachings which humans should follow and as God gave humans teachings they should be easy to follow and understand as Allah made it clear to follow him to get to Jannah, therefore living in a multi-faith society doesn't benefit muslims as others can preach religions that are wrong. However a muslim may ~~disagree~~ ^{with quote} as God made humans to live in a society as he "made tribes with multi faith" to teach one another therefore as it is in the Quran the muslims should be living in a society were they are benefiting as God wanted them to therefore as it says in the Quran, the Quran is one word of God therefore obeyed.

A muslim may disagree with the above quote as it can cause conflict and as a muslim Islam means peace and the Quran promotes peace, however in the past e.g. the troubles in ~~northern~~ Ireland between catholics and protestants, ended with people getting killed therefore if living in a multi-faith society would cause conflict and danger then it wouldn't benefit muslims as it is dangerous // However a muslim may disagree with the statement as sometimes living in a multi-faith society can build and strengthen bonds and resolve conflict therefore living in a multi-faith society may promote peace therefore promoting the right thing.

Overall a muslim living in a multi-faith society will benefit a muslim as it may resolve conflict and muslim could even convert people to Islam, which is what Allah wants, therefore muslims would benefit as it promotes their faith and God wanted everyone living together, as God is sacred should be obeyed.

(Total for Question 4 = 24 marks)



The candidate was awarded Level 2: 5 marks.

Please consider the Level 2 marking criteria.

- This candidate demonstrates more understanding of religion and belief, though it is not always accurate.
- There is more consideration of religious information and some attempt to make connections between the issues raised.
- There is little evidence of judgement of the value of the evidence.

The best fit mark for this candidate is therefore mid-range Level 2.



Are all arguments as good as each other?

This response is included as an example of a candidate who offered developed reasoning on both sides of the argument.

(d) "Living in a multi-faith society benefits Muslims."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

"Living in a multi-faith society benefits Muslims"

Some Muslims may argue against this statement as they believe living with other faiths will just cause an uproar as some people may get offended because of worshipping another god or no gods at all. Islam is all about 'peace' and if living in a multi-faith society knowing there will be fights is going against the Muslim teachings in Islam. By living in a multi-faith society it might cross you from worshipping Allah and listening to other faith teachings which will lead to going astray and leaving the fold of Islam. In other words as Christianity is the biggest faith in the world if one is surrounded by Christians it will result in losing your iman and converting to Christianity.

Many Muslims agree with this statement as living in a multi-faith society will help Muslims understand different faiths and tolerate each faith just how Islam told them to. Muslims are taught to respect everyone no matter the gender, religion, faith, ethnicity anything they have to

accept every religion. If muslim children are brought up in multi-faith society they will learn to respect and understand each faith from a younger age so they can use that as an advantage in the future. Islam means 'peace' muslims so no matter what faith they belong to ~~we~~ accept anyone.

In my conclusion I believe that living in a multi-faith society does benefit muslims as it helps them understand different types of belief in society so when they are older they do not judge and create hate between themselves and other religions. muslims are taught to tolerate every faith as it is part of the ~~belief~~ belief in Islam. Allah created everyone equal so who are we to judge what faith is right and what faith is wrong.



The candidate was awarded Level 2: 6 marks.

Please consider the Level 2 marking criteria.

- There is limited understanding of faith and belief.
- There is an attempt to deconstruct the religious information and make linkages.
- There is limited evidence of judgement other than the conclusion.

Since the candidate has fulfilled the Level 2 criteria this was awarded 6 marks.



Focus on judging the quality of the arguments offered. Not all arguments are equal.

Paper Summary

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

- In (a) questions many candidates gave too much information. There is no requirement for developed responses.
- In (c) questions candidates should 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 some attention should be paid 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 the range of possible elements should also be considered. It is difficult to access higher level marks by consideration of one basic idea alone.
- Throughout the paper candidates need to read carefully and take care that they understand what the question is asking for, reasons are different from beliefs or ways.
- Centres should discourage candidates 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>

