



Examiners' Report

June 2022

GCSE Religious Studies B 1RB0 1C

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Introduction

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. 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 first full year of awarding for this Pearson/Edexcel qualification since 2019. In spite of the break, teaching should remain firmly rooted in the demands of the specification.

By comparison with 2019 there was much to commend in the work of many candidates.

In a) questions, barely any candidates attempted to give a list, therefore few 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 shown demonstrated significant improvement, with many more candidates attempting to appraise their own arguments. Some who did attempt appraisal continued to do 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.

It was pleasing to see that more-able candidates were better-prepared to take on the challenge, taking the discussion to the next level. It remains the case that few candidates were able to use their appraisal to produce an evaluative conclusion. Many candidates simply suggested that the 'stronger arguments' are to agree/disagree, even when this was far from obvious from their work.

Question 1 (a)

Section 1. Muslim Beliefs

This question addresses Bullet Point 1.3.

Question (Q)1a: Outline **three** examples of Allah's mercy shown in the Qur'an.

a) questions require candidates to give three brief sentences or statements in response to the question. There is no need to give lengthy explanations but the statement must answer the question clearly. One-word responses are not acceptable as an outline.

Somewhat surprisingly, this proved more problematic for candidates than expected. The problem arose because many candidates found it difficult to give three examples of Allah's mercy, resorting instead to teachings and, in many cases, a quotation demonstrating 'belief' in Allah's mercy, rather than an example. Since the question specifically required *examples* of Allah's mercy, these were not credited.

For those candidates who did interpret the question correctly, the most-often used example was of Allah sparing Ibrahim's son, rather than requiring his sacrifice.

This response is awarded full marks for three relevant examples, each expressed as a short sentence.

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

(3)

One example of Allah's mercy shown in the Qur'an was when he forgave Adam.
Another example is Allah forgiving people's sins.
A third is when allowing people who've sinned ~~to go~~ to heaven.



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Examiner Comments

The marks are awarded as follows:

- He forgave Adam (1)
- Allah forgiving people's sins (1)
- Allowing people who have sinned to go to heaven (1).

The candidate wisely focusses on instances of Allah's forgiveness.

These ranged from the specific, for example, forgiving Adam, to more generic examples such as 'forgiving people's sins'.

Both responses are worthy of credit, since both are clearly shown in the Qur'an.

Total: 3 Marks



ResultsPlus
Examiner Tip

Do what the question asks!

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

(3)

One example of Allah's mercy in the Qur'an is when in the start of the Qur'an it says Allah is the most merciful the most kind.

It says in the Qur'an that Allah's mercy is never ending.



ResultsPlus
Examiner Comments

This response was awarded zero marks.

The candidate chooses to suggest things the Qur'an says about Allah's nature as a merciful God, rather than examples of that mercy in action.

Total: 0 Marks



ResultsPlus
Examiner Tip

Examples are not the same as beliefs

Question 1 (b)

This question addresses Bullet Point 1.1.

Question 1b. Explain **two** purposes of the Five Roots of Usul ad-Din for Shi'a Muslims.

b) questions require the candidate to give two developed reasons to achieve full marks. It was pleasing to note that many candidates were confident in the use of development of a simple idea to gain more marks. Candidates tended either to achieve full marks or to find this difficult. In that sense, the question did not work entirely as expected, with many candidates either confidently obtaining full marks or having difficulty achieving any at all.

Of those candidates that answered this question confidently, the most usual response was the idea that a common set of beliefs would unite all Shi'a Muslims.

Others chose to focus on one or two of the Five Roots. This was an alternative, but acceptable, approach, that gained many candidates credit. The most frequently-used Roots were the oneness of Allah and divine justice.

Those who found it difficult usually confused the Five Roots with the Five Pillars, and gave answers that referred to prayer or charity, for example, which could not be credited.

(b) Explain **two** purposes of the five roots of Usul ad-Din for Shi'a Muslims.

(4)

One purpose of the five roots of Usul ad-Din is Tawhid exemplifies Allah's oneness. The Qur'an states: "He is Allah, the one and only". This emphasises how Islam is a monotheistic religion and Allah is the one (one creator to Muslims). This is important because it helps a Muslim avoid Shirk which is haram (forbidden) in Islam.

Another purpose of the five roots of Usul ad-Din is Divine Justice illustrates Allah's Adalat and just nature. The Qur'an states: "Only what God has decreed will happen to you". This demonstrates how Allah is omniscient (all-knowing) and all your good deeds and bad deeds are written so that you may be judged fairly and accordingly.



This response is awarded full marks, for two developed purposes.

The candidate explains the ideas of the Oneness of Allah and his just nature thoroughly, giving more information than is required. They leave the examiner in no doubt that the two ideas considered are indeed valid purposes of the Five Roots.

Marks are awarded as follows:

- Tawhid exemplified Allah's oneness (1). This helps a Muslim avoid shirk (1)
- It illustrates Allah's just nature (1). Demonstrating you will be judged fairly (1).

The purposes in both cases appear after the development. For example, the first purpose could have been written as follows:

- The Five Roots help a Muslim avoid shirk (1), by exemplifying Allah's oneness (1)

Total: 4 Marks



Start with the purpose, then develop it

(b) Explain **two** purposes of the five roots of Usul ad-Din for Shi'a Muslims.

(4)

zakah to give money to less fortunate people and to cleanse their self and purify their souls before praying. Salah praying 5 times a day



This response is awarded 0 marks.

This is an example of the work of a candidate who used examples from the Ten Obligatory Acts of Shi'a Islam, rather than the Five Roots.

Both paying Zakah and prayer are actions, rather than beliefs, and could not be credited.

Total: 0 Marks



Learn the key teachings, both beliefs and actions

Learn the difference

Question 1 (c)

This question addresses Bullet Point 1.4.

Question 1c. Explain **two** things the life of Prophet Muhammad teaches Muslims.

This was a straightforward c) question. It enabled candidates to choose from a wide range of characteristics and events, exemplified by the life of Prophet Muhammad.

Many candidates wisely opted for lessons that they could support with a suitable Source of Authority. Of these the most usual responses referred to the importance of marriage, cleverly using quotes from section 2, Marriage and Family Life.

Unfortunately, many candidates attributed the quotation 'Marriage is my Sunnah' to the Qur'an, rather than the Hadith, so this could not be credited. This may also reflect the significance of the Advance Information in helping centres focus their revision programmes.

(c) Explain **two** things the life of Prophet Muhammad teaches Muslims.

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

(5)

One thing the life of Prophet Muhammad teaches Muslims is ~~that~~ how to pray Salah in order to connect with God. Without the Hadith of prophet Muhammad explaining the Rakahs, timings and words that need to be said during Salah, Muslims wouldn't be able to ~~derive of these pillars~~ ^{pray} which is one of the five pillars of Islam.

Another thing the life of prophet Muhammad teaches Muslims is the importance of the Quran and that Muslims should follow it. This is because he was the seal of the prophets (the last prophet/messenger of God) who revealed the divine revelation of God, the ~~through~~ Quran to Muslims. This is important as the ~~Quran~~ Muslims believe that the Quran is the only revelation from God that hasn't been corrupted unlike the Tawrat and the Injil. This is seen when ~~the Quran~~ God says in the Quran "We are the protectors of the Quran"



There are two developed lessons: the second uses an appropriate Source of Authority.

Marks are awarded as follows:

- The life of Prophet Muhammad teaches Muslims how to pray Salah (1) Without the Hadith explaining the Rakahs, timings and words that have to be said during Salah Muslims wouldn't be able to pray (1)
- Another thing the life of Prophet Muhammad teaches Muslims is the importance of the Qur'an (1) Muhammad revealed the Qur'an to Muslims. It is the only revelation that hasn't been corrupted (1) The Qur'an says 'We are the protectors of the Qur'an' (1)

The candidate begins the response by clearly stating the lesson Muslims may learn from the life of Prophet Muhammad and then develops it.

In the second paragraph, the candidate links Prophet Muhammad firmly to the lesson and then explains its importance with a relevant Source of Authority, correctly identified as from the Qur'an.

Total: 5 Marks



Know the difference between the Qur'an and Hadith

(c) Explain **two** things the life of Prophet Muhammad teaches Muslims.

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

(5)

(1) ONE EXAMPLE OF THE LIFE OF PROPHET MUHAMMAD TEACHES MUSLIMS IS TO FOLLOW HIS FOOTSTEPS FOR EXAMPLE MOST MUSLIMS WANT TO BECOME SUCCESSFUL IN LIFE.

(2) THE SECOND REASON OF MUHAMMAD TEACHES MUSLIMS IS TO MARRY. FOR EXAMPLE IN THE QURAN IS SAYS THAT YOU SHOULD FOLLOW THE PROPHET MUHAMMAD FOOTSTEPS.



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Examiner Comments

This response is awarded marks for two simple lessons.

The marks are awarded as follows:

- One example the Life of Prophet Muhammad teaches Muslims is to follow his footsteps (1)
- The second lesson Muhammad teaches Muslims is to marry (1)

There is little attempt to develop the lesson. The attempted introduction of a Source of Authority at the end of the second paragraph merely reiterates the initial point that one lesson is to follow Muhammad's footsteps, without adding to the response in any way.

Total: 2 Marks



ResultsPlus
Examiner Tip

Think carefully about how to best use a Source of Authority

Question 1 (d)

This question addresses Bullet Point 1.8.

Question 1d. "The main purpose of a Muslim's life is to achieve paradise."

There was an improvement seen in d) responses this year, with many more candidates attempting, not always successfully, to make judgements of the quality of an argument and seeing this reflected in increasing marks.

In d) responses, candidates are expected to consider a stimulus and respond with arguments supporting the stimulus and arguments against it.

A significant proportion of the available marks is awarded for the higher-order thinking skills required to achieve the AO2 skills needed for Level 3 and Level 4 marks. Some candidates made a limited attempt to make judgements of the quality of an argument throughout the response. Few carried this sense of appraisal into the conclusion, which remains the weakest area of many responses.

* (d) "The main purpose of a Muslim's life is to achieve paradise."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

The It is clear that this statement is true as the Quran encourages Muslims to do good deeds, in order to be judged by Allah on judgement day and be able to go to Jannah. For example, the Quran states "enter paradise for what you were doing", encouraging Muslims to be charitable and emulate behaviours from prophets and ~~teach~~ ^{learn} from the Kutub, in order to become a better Muslim to be in accordance ~~with~~ with Allah's will. This is pragmatic, as Allah chose prophets in order for Muslims to learn from them so they can ultimately access Jannah. Furthermore, if a Muslim does everything taught by ~~Prophets~~ ^{Allah}, and follows the example of the prophets, then they will receive paradise as a reward ^{anyways}, as well as being leading the life of a good Muslim.

However, some Muslims may argue that the main goal of a Muslim's life should not be paradise, but instead completing good deeds with the right ~~purpose~~ ^{Niyyah}. In contrast this is flawed as the Quran says

"Whenever does a good deed will receive Jannah like here,"
So whether or not you have done a good deed with the
right intention, you will be rewarded with Jannah, as Allah
is also omniscient so he will know whether they did it
with the right ~~niyyah~~ niyyah or not, however it has
positive consequences regardless of intention.

In conclusion it is clear that this statement is true as
it is consistent with the teachings of the Quran which
teaches Muslims to do ~~the~~ good deeds in order to access
Jannah and to be charitable and generous towards others while
still being ~~devoutly~~ devoutly obedient to follow the will of
Allah. Also, regardless of intention, charitable good
deeds will always have positive consequences, which may
be rewarding a Muslim with Jannah.



This response is awarded Level 3.

The response contains elements of both Level 2 work, in the judgement and appraisal, and elements of Level 3 in the understanding and deconstruction of religious information, which is enough to reach Level 3.

The candidate demonstrates understanding of religion and belief, offering developed arguments on both sides of the question.

The 'disagree' argument is weaker and not as well-sustained.

There is an attempt to make simple judgments of the quality of the two arguments, with the first described as pragmatic and the second as flawed. The candidate points out that the alternative view will still lead to paradise as a reward.

Doing good deeds as the main purpose of a Muslim's life will still lead to paradise, rather defeating the purpose of an alternative view.

The conclusion demonstrates elements of appraisal by suggesting that the arguments in support of the statement are consistent with the teaching of the Qur'an.

Good deeds are of value, regardless of whether a Muslim's intention is only to praise Allah through doing good deeds or, more selfishly, to gain paradise.

There are no issues with the spelling, punctuation and grammar, which are appropriate for the task.

Level 3

Response: 7 Marks

SPaG: 3 Marks

Total: 10 Marks

*(d) "The main purpose of a Muslim's life is to achieve paradise."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Some muslims would agree to this statement because it says ~~that~~ that everything you do in the lead up to ~~your~~ the end of your life will have an effect on how the after life treats you. So being a bad person during your life won't get you to 'paradise'. It says that life is a test to see if you're great ~~eng~~ enough to reach ~~paradise~~ paradise.

Some would say you spend your life working hard and reaching all life goals then when you die and move on you get your break.

However some muslims would disagree with this statement because, they would say that



In this case, the candidate demonstrates several isolated elements of understanding of religion and belief.

They explain briefly the idea that everything that happens in this life determines the afterlife and therefore this life is a test.

There is no attempt to develop the response or to judge the quality of the argument offered, limiting it to Level 1.

Level 1

Response: 2 Marks

SPaG: 3 Marks

Total: 5 Marks



'For', 'against' and 'judgement/conclusion' is a useful model

Question 2 (a)

Section 2. Marriage and the Family.

This question addresses Bullet Point 2.3.

Question 2a. Outline **three** purposes of the family in Islam.

This was the most straightforward of the a) questions.

Most responses focussed on ideas suggested by the mark scheme, with an emphasis on raising Muslim children and providing love and support for family members.

This response is awarded full marks.

2 (a) Outline three purposes of the family in Islam.

(3)

The family in Islam is the foundation of pro-creation, which is one of mankind's purposes to fulfill. The families also strengthen the ummah, the worldwide community of Muslims. As well as this they provide a framework of emotional and financial support for ~~each~~ individuals helping them to grow in their faith and personality.



Marks are awarded as follows:

- The family is the foundation of pro-creation (1)
- Families strengthen the ummah (1)
- They provide a framework of emotional, spiritual and financial support for individuals (1)

Total: 3 Marks



Be clear and concise

2 (a) Outline **three** purposes of the family in Islam.

(3)

Muslims are for the purpose of family in Islam
is because your children are you
One purpose is that your children are
your biggest blessing.



This response was awarded zero marks.

The candidate suggested a teaching, rather than a purpose. This could not be credited.

Total: 0 Marks



Consider command words carefully

Question 2 (b)

This question addresses Bullet Point 2.6.

Question 2b. Explain **two** Muslim teachings about remarriage.

In contrast to 2a, this was the least well done of the b) questions.

The biggest problem for many candidates was a degree of confusion about remarriage, by contrast to multiple marriages. In countries where Muslim men may marry more than one wife, this is another marriage, rather than a remarriage. A remarriage requires the first marriage to have ended, either through bereavement or divorce.

Those candidates who understood the meaning of remarriage usually suggested that remarriage provided a stable upbringing for children who need both a mother and a father. It followed the example of the Prophet and it is permitted in the Qur'an.

(b) Explain **two** Muslim teachings about remarriage.

(4)

One Muslim teaching about Remarriage is that if a muslim were to be divorced with young children left behind, it's encouraged for them to remarry. This is because both a Mother and a Father is required for the child's upbringing.

Another muslim teaching about Remarriage is that it's good to. This is because the Prophet Muhammed (SAW) remarried after his wife died, and muslims strive to follow his example.



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This response is awarded full marks for two developed teachings.

Marks are awarded as follows:

- If a Muslim is divorced and left with young children it is encouraged for them to remarry (1). Both a mother and a father are required for the child's upbringing (1)
- It is good to do (1). Prophet Muhammad remarried after his wife died (1)

Total: 4 Marks



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Examiner Tip

Link the response to the question

(b) Explain **two** Muslim teachings about remarriage.

(4)

one muslim teaching about remarriage is that it is acceptable for divorcees or widows to marry. This is because having and creating a family is strongly encouraged in Islam as it helps keep, grow and strengthen the Ummah.

Another muslim teaching about remarriage is that men are allowed to remarry and have up to four wives at the same time. However, this can only be done if the first ~~widow~~ wife or wives have given permission and if the man is able to treat them all equally.



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Examiner Comments

This response is given 2 marks for one developed teaching.

Marks are awarded as follows:

- It is acceptable for divorcees or widows to marry (1). Having a family is strongly encouraged in Islam (1)

The candidate then abandons the idea of remarriage and goes on to explain that Muslim men can have multiple wives.

This is not remarriage and cannot be credited.

Total: 2 Marks



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Examiner Tip

Know the key word definitions

Question 2 (c)

This question addresses Bullet Point 2.8.

Question 2c. Explain **two** ways Islam shows gender equality.

Whilst Islam has traditionally been seen as a religion that does not encourage gender equality, there are many Muslims who would state that the Qur'an does not specify gender roles for women but Islamic practice often does.

These traditional practices are established by humans, not by Allah. The Qur'an does say that men and women are judged equally on the basis of belief and good works, rather than gender. Both genders are expected to dress modestly and both can seek a divorce. Some candidates had difficulty in using a suitable Source of Authority.

Many candidates considered the belief that men and women will be judged equally and without gender bias before Allah, and that education is important to all.

This response was awarded full marks for two developed ways, with a Source of Authority.

(c) Explain **two** ways Islam shows gender equality.

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

(5)

One way Islam shows gender equality is by Allah rewarding all muslim men and women equally on doing good deeds. In the Quran Allah says "to those men and women, who are devoted to God, God has prepared forgiveness and a rich reward." This clearly shows that the reward of Paradise and forgiveness is equally given to both genders by Allah.

Also, ~~brotherhood~~ In a muslim family, both parents have equal responsibility to bring up their child in an islamic way ~~because~~ though they have different roles and duties towards their kids but their purpose is the same which is to raise them up to be righteous and good muslims.



The marks were awarded as follows:

- One way Islam shows gender equality is by Allah rewarding all Muslim men and women equally on doing good deeds (1). The Qur'an says 'To those men and women who are devoted to God, God has prepared forgiveness and great reward' (1). This shows the reward of Paradise and forgiveness is given equally to both genders (1).
- In an Islamic family both genders have equal responsibility to bring up their child in an Islamic way (1). They have different roles and duties but their purpose is the same (1).

This candidate demonstrated a particularly impressive way to turn the apparent gender inequality in gender roles in the family into an example of equal treatment at the hands of Allah.

Total: 5 Marks



Select the information you use wisely

(c) Explain **two** ways Islam shows gender equality.

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

(5)

One way is that nowadays Muslim woman are allowed to lead prayers, this was not allowed before. ~~as men and women~~



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Examiner Comments

This response was awarded 1 mark for a simple way.

The mark is awarded as follows:

- Women are now allowed to lead prayers (1)

Whilst in more Orthodox Muslim congregations this would not be accepted in the mosque, there are some sects of Islam who argue that the Qur'an does not prohibit women from leading prayers. Such groups allow female imams.

Total: 1 Mark



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Examiner Tip

Aim always to develop even the simplest response

Question 2 (d)

This question addresses Bullet Point 2.5.

Question 2d. 'There is no need for contraception.'

It should be noted in this question that in addition to referring to Muslim views and reaching a justified conclusion, which are always required, the exam rubric also requires that the response should refer to non-religious points of view. If a response fails to consider non-religious views it is limited to 6 marks, regardless of the quality of the response.

(d) "There is no need for contraception."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Some Muslims would argue that there is no need for contraception. To explain in the Qur'an, Muslims are taught that children are blessings from God Allah. Using contraception is preventing one from pro-creating, to some Muslims this is as if you're blocking a blessing from God. A quote that supports my notion is 'O Lord give us joy in our offspring. This means you should find happiness in having children. This is important because the Qur'an teaches how important family is.

Muslims could also argue that sex is for people who are married, so there is no need to use protection as the two should only be fornicating with one another and there isn't anything they should need protection from.

A non-religious person could argue

that there is a need for contraception. To explain, non-religious people believe it is okay to have sex outside a marriage. To further elaborate, they believe society is evolving and not everyone wants to follow traditional values and get married. As they get married some people indulge in multiple sexual partners; because of this using contraception is important so people can protect themselves from STI's and impregnating someone they aren't married to.

In conclusion, the strongest side of the argument is 'There is no need for contraception' because the sole purpose of sex is to procreate, and children shouldn't be born outside of marriage.



The response is firmly rooted as a mid-range Level 2 response.

The candidate demonstrates sound, though not extensive, understanding of elements of religion and belief.

There is little attempt to deconstruct religious information.

The candidate does demonstrate developed reasoning on both sides of the argument, using Muslim views to support the argument and non-religious views to refute it.

The 'disagree' side is weaker, with a single reason developed and suggesting that non-religious people will have multiple sexual partners and thus need contraceptives to prevent the spread of STIs and unwanted pregnancies.

These are simply contrasted with the Muslim view. Since Muslims only have sex within marriage, they and children are very important so there is no need for contraception whatsoever.

This leads to a very simple conclusion, which makes no attempt to judge the quality of the arguments but simply states that the sole purpose of sex is procreation (not Islamic teaching) and children should not be born outside marriage.

There are elements of Level 2 performance in the arguments considered, and elements of Level 1 in the lack of judgment, even in the conclusion.

Total: 5 Marks

SPaG marks are not awarded in Section 2.



Breadth and depth are required to reach the higher Levels

(d) "There is no need for contraception."

I
A
F
F

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.

| For | Against |
|--|--|
| <ul style="list-style-type: none">• Prophet said to avoid using but its not bad if its used. | <ul style="list-style-type: none">• You might get unwanted pregnancy lead to abortion. |

(12)

Contraception is used ^{for} ~~to~~ protection during sexual intercourse to prevent disease such as STD. Therefore I disagree with the statement.

Contraception should be used ^{as} ~~to~~ you ~~can~~ might get an unwanted pregnancy, which can lead to abortion. Abortion is going against the creation of Allah, as only Allah can give and take life. However, life is not formed before 120 days of pregnancy but some medicine says its formed before 40 days.

Some people will disagree with me as Prophet Muhammad (pbuh) said to avoid using contraception. However, he didn't say that its ~~forbidden~~ to use so its not bad or haram. However, its good to use contraception as it doesn't cause conflict.

In conclusion, I believe that for the
~~reason to be~~ contraception should be
used if the person don't want a baby
or any other necessary reasons.



This is a weaker response than the previous example.

The candidate suggests two arguments, a 'for' and an 'against', and provides a very simple conclusion.

There is some attempt to develop the arguments, for example, by:

- considering the possible consequences of unprotected sex, which may lead to abortion and go against Allah's will
- simply explaining Muhammad's attitude to contraception.

It is the presence of this limited development that lifts the response into Level 2 but as it is very basic it could not be credited with more than 4 marks.

Level 2

Total: 4 Marks



Develop the Source of Authority, to prove the point

Question 3 (a)

Section 3. Living the Muslim Life.

This question addresses Bullet Point 3.8.

Question 3a. Outline **three** ways Shi'a Muslims celebrate Ashura.

Many candidates gave generic responses, such as going to the mosque or praying. These, though by no means specific to Ashura, were credited, because they are things Shi'a Muslims could be expected to do at Ashura.

Some responses were based clearly on Id ul-Fitr, therefore ideas such as wearing bright new clothes were not credited.

Those candidates who knew what Ashura commemorates often referred to wearing black as a sign of mourning, or draping the mosque in black.

In the past, self-flagellation was also practised though, in many communities today, Shi'a Muslims will give blood donations as a constructive alternative.

This is an example of a candidate who understands the significance of the commemoration of Ashura.

3 (a) Outline **three** ways Shi'a Muslims may celebrate Ashura.

(3)

One way Shi'a Muslims celebrate Ashura is by wearing black clothes.

Another way Shi'a Muslims celebrate Ashura is by mourning the life of the Prophet's grandson.

Finally, one way Shi'a Muslims celebrate Ashura is by vigorously chanting and banging their chests.



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Examiner Comments

Marks are awarded as follows:

- Wearing black clothes (1)
- Mourning the death of the Prophet's grandson (1)
- Chanting and banging their chests (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

Do not offer explanations in a) questions

This response includes examples of both specific and generic responses.

3 (a) Outline **three** ways Shi'a Muslims may celebrate Ashura.

(3)

one way Shi'a Muslims celebrate Ashura is that they wear all black clothing to symbolise mourning. Another way is that they fast during the mourning. Another way is that they attend the mosque.



Marks are awarded as follows:

- They wear black clothes (1)
- They fast (1)
- They attend the mosque (1)

Total: 3 Marks



Remember, single words cannot be credited in a) questions

Question 3 (b)

This question addresses Bullet Point 3.3.

Question 3b. Explain **two** purposes of Salah.

This was the most straightforward of the b) questions.

Those candidates who answered this question well tended to consider purposes such as growing closer to Allah or asking for forgiveness.

For those candidates who found it difficult, the problem lay in confusing Salah with another of the Five Pillars or the Five Roots.

The purpose of prayer is stated and then developed, clearly.

(b) Explain **two** purposes of Salah.

(4)

One purpose of salah (daily prayers) is to thank Allah. This might be because ~~because~~ during Ramadan because he has given you the strength to fast.

Another purpose of salah is to ask for forgiveness. This may be if you have gone against Allah's teachings and need him to forgive you and pardon you of your sins.



This response is awarded full marks for 2 developed purposes.

Marks are awarded as follows:

- To thank Allah (1). This may be during Ramadan because he has given you the strength to fast (1)
- To ask for forgiveness (1). This may be if you have gone against Allah's teachings (1)

Total: 4 Marks



Be concise and accurate

(b) Explain **two** purposes of Salah.

(4)

one purpose of salah is to be closer with Allah to ask for advice and forgiveness. This would bring comfort to Muslims and strengthen their connection with Allah.

Another purpose is to ask for ~~best~~ better health for themselves or family members, this would comfort Muslims as well as helping people lead to full health.



ResultsPlus
Examiner Comments

This response is awarded marks for one developed and one simple purpose.

Marks are awarded as follows:

- To be closer with Allah (1), to ask for advice and forgiveness (1)
- To ask for better health (1)

The development of the first purpose is a clear development of the purpose. Prayer brings people closer to Allah so they can ask for advice and forgiveness.

The attempted development of the second purpose was not credited. In this case, the development did not develop the purpose of prayer but went on to consider consequences of prayer.

Total: 3 Marks



ResultsPlus
Examiner Tip

Development must link both to the simple purpose and the question

Question 3 (c)

This question addresses Bullet Point 3.1.

Question 3c. Explain **two** ways the Ten Obligatory Acts and the Five Pillars are linked.

Somewhat surprisingly, this was the weakest of the four c) questions on this paper.

Those candidates who were very familiar with both the Five Pillars and the Ten Obligatory Acts tended to achieve highly in this question.

The two groups share four common features: prayer, charity, fasting and pilgrimage. Most candidates tended to focus on two of these, with a relevant Source of Authority, most commonly 'Establish regular prayer'.

A small number of candidates took the question rather more literally and suggested similarities such as they both encourage Muslims to do good deeds, or they define how Allah wants Muslims to behave.

Of those who did less well, the one common issue was confusion between an action and a belief, with some candidates focussing the responses on the Five Roots and Six Beliefs, rather than on actions.

The most usual issue, however, was the assumption the Shahadah occurs in both, rather than only in the Five Pillars.

(c) Explain **two** ways in which the Ten Obligatory Acts and the Five Pillars are linked.

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

(5)

One link between the 10 obligatory acts and the Five Pillars, is through Salah. The Qur'an says to "keep up regular prayer, it is obligatory for believers to do so at prescribed times". Therefore, Muslims with both Sunni's and Shi'a Muslims will pray throughout the day.

Another link between the 10 obligatory acts and the Five Pillars is the ~~expectation of~~ expectation of a pilgrimage. Both Sunni and Shi'a Muslims will perform the Hajj at some point in their lives.



ResultsPlus
Examiner Comments

This response is awarded full marks for two developed ways and a Source of Authority.

Marks are awarded as follows:

- One way is through Salah (1). The Qur'an says 'Keep up regular prayer' (1). Therefore both Sunni and Shi'a Muslims will pray throughout the day (1)
- Another is pilgrimage (1). Both Sunni and Shi'a Muslims will perform the Hajj at least once in their lives (1)

Total: 5 Marks



Keep to the point

This response was awarded 4 marks for two developed ways.

(c) Explain **two** ways in which the Ten Obligatory Acts and the Five Pillars are linked.

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

(5)

One way in which the acts and the pillars are linked is through Salah. All Muslims are required to pray to God. Prayer is important as it shows devotion to God and ~~Must~~ teaches forgiveness. Shia Muslims can combine prayers and pray 3 times a day and Sunni's pray 5 times a day.

Another way in which they are linked is through Zakan. All Muslims that meet a certain threshold of earnings is required to pay 2.5% of the annual salary to charity. This is important to Muslims as it promote kindness and prevents greed so Muslims can live good lives and go to heaven. All of this is important is follows the teachings of the Qur'an and follows Prophet Muhammad's Sunnah.



This response is awarded marks for two developed ways.

Marks are awarded as follows:

- One way is through Salah (1). All Muslims are required to pray (1)
- Another way is through Zakah (1). All Muslims who meet a certain threshold of earnings are required to pay 2.5% (1)

Unfortunately, saying that 'this is important because it follows the teachings of the Qur'an and the Sunnah' is not specific enough to count as a Source of Authority.

The same thing could be said of everything in Islam.

Total: 4 Marks



Do not be specific with the Source of Authority unless you are sure

Question 3 (d)

This question addresses Bullet Point 3,5.

Question 3d. 'If everyone gave Zakah or khums the world would be a better place'.

Candidates in 3d performed at a similar level to the other d) questions on the paper, with some pleasing attempts to include some judgement of the quality of the arguments.

The majority of candidates found this question easy to access because they were familiar with the terms. Some candidates found it difficult to propose an alternative argument. Those candidates who did that most successfully tended to propose that, though Zakah and Khums might indeed make the world a better place, there are other things that would make a bigger difference, such as the concept of justice and fairness.

The vast majority of candidates continued to be awarded 3 marks for SPaG and it was pleasing to note that, at least in some cases, candidates made an effort to take care with spelling, punctuation and grammar to improve their SPaG mark.

*(d) "If everyone gave Zakah or Khums the world would be a better place."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Many muslims strongly agree with this statement as it is one of the five pillars and ten obligatory acts of Islam so it has a huge significance for muslims. The act of giving Zakat or Khums is an act of charity which many muslims would agree is a life-changing act as giving charity supports those who are in need. The Quran preaches the acts of charity and so does the way of the prophet Muhammad (PBUH) as it is Sunnah to do so. However muslims could argue that it would not make the world a better place as many people cannot afford to give Khums or Zakat. Another cause for argument could be that the amount required to give is not enough as there are many poor people with a lack of necessities such as food and water, however this is a weak argument as ⁱⁿ the Quran it says that "Allah does not burden a soul more than it can bear". This means that the act of giving charity should not affect the person as Allah is believed to be the all-giving and most merciful so whatever is given, a muslim shall receive more in the after-life for doing such a good deed. Another argument in favour for the statement is that Zakat is something that is obligatory and a part of the 5 pillars of Islam and the 10 obligatory acts of Shia Islam. This means that

the ~~act~~ act of giving Zakat is not only a graceful act but it is a requirement for all Muslims, however this argument can be proved false because Zakat is only obligatory for those who earn over a certain amount or who can afford it, it is not required for poor people to give Zakat. Many Muslims will agree with this statement and further agree that the amount of Zakat needed to be given is so little as it is only 2.5% of ~~the~~ ^{the} annual income a Muslim earns each year, meaning not only is it an easy act of kindness and worship for most Muslims to do, but the act of giving charity makes the world more kind and fair. It is also a sign of gratefulness that Allah has gifted a Muslim with so much wealth, that a way for gratitude is giving Khums or Zakat as all the money goes towards a good cause.



The candidate offers two distinct sets of responses to the statement, both firmly rooted in Muslim teachings.

There is an attempt to deconstruct the religious views with the idea that the poor cannot pay Zakah.

This is then rebutted with a brief explanation of the Muslim teaching on who should pay Zakat.

This demonstrates accurate understanding of religion and belief, although there is little consideration of the value of khums.

The conclusion is not fully justified but does use the arguments previously considered to establish why many Muslims would agree with the statement, suggesting a limited attempt to appraise evidence.

Much of the response is firmly rooted in Level 2, with some evidence of Level 3 performance leading to the award of a Level 3.

Level 3

Response: 7 Marks

SPaG: 3 Marks

Total: 10 Marks



Use paragraphs to clarify different areas of the response

*d) "If everyone gave Zakah or Khums the world would be a better place."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Not everyone can pay Zakat or Khums because some times people are not financially stable for it but Allah doesn't punish those. Zakat is the 4th pillar of Islam this is when Sunni Muslims pay 2.5% of their wealth to the poor but this wouldn't all the war and bombing to happen the world wouldn't become a better place at all but you will be still rewarded for giving your wealth to the less fortunate. Khums is for Shi'a Muslims and this is 20% tax they give for their wealth to help the wealthy too, but their Imams help by building mosques, education school but this wouldn't make a world become a better place because it is Allah who tests the people he loves "pay your

prescribed Alms" this suggest paying to the less fortunate is compulsory and is being part of a muslim.

In Conclusion I don't agree with this statement because it is Allah who created this universe and Allah way of testing could be having a conflict to make other muslim aware that turn to Allah before it is to late.



Whilst much of this response was clearly rooted in Level 1, with some isolated elements of religious understanding, there was evidence throughout of the simple development of ideas, lifting it into Level 2.

For example, whilst the candidate acknowledges that the poor cannot pay Zakah, there is also the idea that the money can be used to build mosques and schools, which help the poor.

The conclusion wandered into the idea of conflict as part of Allah's testing of humanity and therefore did not address the central question of whether paying Zakah and khums would make the world a better place.

However, there was the idea that the world may have to be imperfect as part of Allah's test.

Level 2

Response: 4 Marks

SPaG: 3 Marks

Total: 7 Marks



The conclusion should clearly respond to the statement

Question 4 (a)

Section 4. Matters of Life and Death.

This question addresses bullet point 4.8.

Question 4a. Outline **three** Muslim beliefs about animal rights.

This question worked well to discriminate between candidates.

Candidates who did well tended to focus on Muslim beliefs about specific rights. For example, 'Animals have the right to be respected'. Those who suggested that 'Animals have the right to be eaten' were not credited.

All three responses are firmly grounded in established Muslim beliefs.

4 (a) Outline **three** Muslim beliefs about animal rights.

(3)

~~Eating pork is Haram, sinful~~
Animal testing for luxury products is sinful.
Animals must be killed in a Halal way,
by the Quran's guidelines.
Animal testing for medicine is
acceptable.



Marks are awarded as follows:

- Animal testing for luxury products is sinful (1)
- Animals should be killed in a Halal way (1)
- Animal testing for medicine is acceptable (1)

Total: 3 Marks



There is no need for further explanation

4 (a) Outline **three** Muslim beliefs about animal rights.

(3)

one muslim belief about animal rights is that they should not be tested on to develop cosmetics.



ResultsPlus
Examiner Comments

The mark is awarded as follows:

- They should not be tested on to develop cosmetics (1)

The candidate suggests one valid belief then appears to have no more ideas. This is more likely to occur at the end of the paper.

Total: 1 Mark



ResultsPlus
Examiner Tip

Be careful with timing your responses across the paper

Question 4 (b)

This question addresses bullet point 4.6.

Question 2b: Explain **two** reasons why Muslims reject arguments against belief in life after death.

Despite the complexity of the question, many candidates responded well.

Those who did well tended to focus on the reasons Muslims have to believe in life after death, to good effect.

(b) Explain **two** reasons why Muslims reject arguments against belief in life after death.

(4)

The reason why Muslims ~~reject~~ reject arguments against life after death is that they are taught it in the Quran, which means although there is no scientific evidence it is true it is still a crucial element of their faith.

Another reason why they reject is because they believe it is a main reason to why they exist. This is to achieve Jannah and is shown in the Quran; 'Who created life and death to test us and reveal who did best' Quran Surah 67:1-4.



This response is awarded full marks for two developed beliefs.

Marks are awarded as follows:

- They are taught it in the Qur'an (1). This means although there is no scientific evidence that it is true it is still a crucial element of their faith (1)
- They believe it is the main reason why they exist (1). This is to achieve Jannah (1)

The candidate considers quite sophisticated ideas:

- firstly, the absolute truth of the Qur'an and its significance and
- secondly, the belief that the purpose of life on earth is as a test for heaven. This idea is further developed by an accurate quotation, correctly sourced.

Although impressive, no further marks could be awarded.

Total: 4 Marks



Make sure you are clear what the question is asking.

(b) Explain **two** reasons why Muslims reject arguments against belief in life after death.

(4)

one reason is because different muslims believe in life after death but ~~not~~ muslims don't all believe the same things happen to everyone.
Another reason is because every muslim has ~~every~~ ^{either} heard or experienced it.



ResultsPlus
Examiner Comments

The fact that Muslims believe in life after death is not, of itself, a reason to reject arguments against the belief. Everyone used to believe the earth was flat – this was subsequently proven not to be true.

It is also not the case that every Muslim has either heard or experienced life after death so zero marks were awarded.

Total: 0 Marks



ResultsPlus
Examiner Tip

Believing something does not make it true.

Question 4 (c)

This question addresses bullet point 4.7.

Question 4c. Explain **two** reasons why most Muslims disagree with euthanasia.

Euthanasia remains a perennial favourite with candidates, all of whom seem to have an opinion on the subject.

As a result, this question was generally well-answered, although a significant number of candidates found it difficult to find an appropriate Source of Authority.

The question was straightforward, although some candidates persisted in offering a reason why some Muslims may allow euthanasia in some extreme circumstances.

(c) Explain **two** reasons why most Muslims disagree with euthanasia.

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

(5)

One reason why most Muslims disagree with euthanasia is because it can be seen as murder or assisted suicide. In the Qur'an it says 'If anyone kills a person... it is as if he kills all mankind'. This shows how the Qur'an teaches that murder is wrong and therefore many Muslims are against euthanasia.

Another reason is because of the belief in the sanctity of life. The Qur'an teaches that all life is sacred and therefore many Muslims would be wrong as it is degrading Allah's creation.



This response was awarded 5 marks for one developed reason with a Source of Authority, and one developed reason.

Marks are awarded as follows:

- It is seen as murder (1). The Qur'an says 'If anyone kills a person....it is as if he kills all mankind' (1). The Qur'an teaches that murder is wrong (1)
- Another reason is because of the sanctity of life (1). Euthanasia is wrong because it is destroying Allah's creation (1)

Total: 5 Marks



Sources of Authority can occur anywhere in the reason

(c) Explain **two** reasons why most Muslims disagree with euthanasia.

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

(5)

One ~~the~~ reason is because life is holy. The Qur'an states 'take not life which God hath made sacred'. This illustrates that ~~that~~ ~~human~~ taking a life is terrible because all lives are gifts from Allah.

Another reason is because Allah created it. Allah 'creates what he wills', suggested in the Qur'an. Therefore, taking a life is destroying Allah's creation ^{so} and Allah should be the only decider of when a life should end.



This response is awarded full marks for one developed reason with a Source of Authority, and a second developed reason.

Marks are awarded as follows:

- One reason is because life is holy (1). The Qur'an states 'Take not life which God has made sacred' (1). Taking a life is terrible because all lives are gifts from Allah (1)
- Another reason is because Allah created it (1). Therefore taking a life is destroying Allah's creation (1)

The candidate used a second Source of Authority in the second reason. 'Allah creates what he wills'.

Whilst this is from the Qur'an, it does not develop the idea that Allah's creation is worthy of respect. It could not have been credited, even if it were required to achieve the extra mark as a Source of Authority.

Total: 5 Marks



Use your Source of Authority to develop the reason and answer the question

Question 4 (d)

This question addresses bullet point 4.1.

Question 4d. 'Allah created the universe for humans to use as they want'.

Many candidates produced a good response to this question. They often adopted the approach that, on one hand, the universe is a gift from Allah so we can use it as we wish, versus the idea that how we treat the universe is part of the test of life, therefore we must look after it and cherish it.

The marks for this question were the lowest of all the d) questions. This may have more to do with candidates' timing in completing the paper. Many spend extra time on questions 1d and 3d, where SPaG is also awarded. This is all too often at the expense of Q4, which is historically the weakest part of the paper. Some candidates did not attempt to answer Q4d.

(d) "Allah created the universe for humans to use as they want."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

Firstly Muslims would disagree with the statement because Adam the first prophet teaches Muslims that they should be *khalifah* which means that they should look after the world Allah made for them.

However some Muslims might agree with the statement because they believe Allah made the earth for humans and gave humans free will so they should be allowed to do what they want.

In conclusion ~~as~~ I believe most Muslims would disagree with the statement as they believe that the earth was a gift from Allah so they should look after it.



The response is essentially a simple 'for and against', with some very limited evidence of development, and a simple conclusion based on the arguments offered.

It is awarded 4 marks because of the use of specifically religious ideas such as Muslims as Khalifah, God-given free will, and the idea that the earth is a gift for humanity and therefore should be looked after.

Further elaboration of relevant key ideas would benefit this candidate.

Level 2

Total: 4 Marks



Develop key ideas

(d) "Allah created the universe for humans to use as they want."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

Allah created the universe for people to be equal and live happy lives. Also he made the universe for everybody to get along and be friendly to each other. Also to have no violence and to hurt anybody..



ResultsPlus
Examiner Comments

This is a very basic response, focussed on the idea that Allah created the universe, rather than acknowledging that humans can do as they want.

However, the idea that Allah created the universe in a specific way for people to live together on the planet was creditworthy, and suggests we should live as Allah intended.

Level 1

Total: 2 Marks



ResultsPlus
Examiner Tip

Make sure you understand the question.

Paper Summary

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

- In questions that ask candidates specifically for religious views, non-religious views will not be credited
- In a) 'Outline' questions many candidates gave too much information. There is no requirement for developed responses
- In b) questions some less-able candidates found it difficult to develop their reasons. Quotations and examples often make good developments
- In c) questions candidates are expected to use a Source of Authority. Candidates are not credited if they attribute the Source of Authority to the wrong place. For example, a quote as coming from the Qur'an rather than the Hadith
- In d) questions the range of possible elements that could be considered should be taken into account. It is difficult to access higher level marks by consideration of one basic idea
- In d) questions judgement and appraisal still require improvement
- Throughout the paper, candidates need to read carefully and take care that they understand what the question is asking for: eg 'reasons' are different from 'beliefs' or 'ways'

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

