



Examiners' Report

June 2022

GCSE Religious Studies B 1RB0 2C

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Introduction

1RB0_2C. Religion, Peace and Conflict.

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 2C consists of two generic sections, Muslim Beliefs and Living the Muslim Life, with two option topics, Crime and Punishment and Peace and Conflict.

This is, in effect, the third year of awarding for this Pearson/Edexcel qualification and 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 very few candidates attempted to give a list or single word responses, so fewer candidates lost marks on straightforward questions.

c) responses, particularly the use of a source of authority, demonstrated significant improvement. Many more candidates gave recognisable quotes or paraphrases of the Qur'an/Hadith rather than a generic 'the Qur'an says...' However, some continued to attribute quotes to the Qur'an rather than the Hadith, or vice versa, and did lose a mark.

In d) questions the standard showed significant improvement, with many more candidates attempting to make some judgement of the quality of the arguments offered. Unfortunately, this was often superficial and limited to the conclusion. Much remains to be done in terms of judgement, appraisal and evaluation in order for more able candidates to achieve the highest marks.

Note:

In question 1d and 3d additional marks are available for Spelling, Punctuation and Grammar – SPaG

Centres were sent Advance Information on Sections 1 and 3, to help candidates prepare effectively, following the Covid pandemic.

Question 1 (a)

Section 1. Muslim Beliefs

Question 1a. Outline **three** ways belief in al-Qadr affects the lives of Muslims today.

This question is based on Bullet Point 1.7.

In a) questions candidates are expected to give three brief sentences or statements in response to the question. Single word responses are not acceptable. The points suggested must link clearly to the question. a) questions are point marked, up to a maximum of 3 marks.

This question concerns a challenging concept for candidates: that of the impact of a belief in predestination. As a result, it was not surprising that a significant number of the candidates either omitted the question or gained no marks. In a very real sense, the question discriminated effectively between the candidates, with only the most-able achieving full marks.

Question 1: Muslim Beliefs

1 (a) Outline **three** ways belief in al-Qadr affects the lives of Muslims today.

(3)

- One way is that it gives life meaning
- Another way is it encourages Muslims to be responsible for their actions
- Another way is that it provides comfort knowing Allah has everything planned for you



This response is given 3 marks.

All three ways the candidate suggests indicate understanding of the significance of belief in al-Qadr, and of the impact this belief may have on Muslim lives.

Marks are given as follows.

It:

- gives life meaning (1)
- encourages Muslims to be responsible for their actions (1)
- provides comfort (1) (knowing Allah has everything planned for us)

In many ways, the final bullet point provides certainty that the candidate understands the concept of al-Qadr. Both practical and spiritual affects were credited throughout.

Total: 3 Marks



Be concise in a) questions

Question 1: Muslim Beliefs

1 (a) Outline **three** ways belief in al-Qadr affects the lives of Muslims today.

(3)

one beliey is Allah is omnipotent,

A second beliey is it makes them holy.

A 3rd beliey is it brings them closer as a community. (ummah).



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Examiner Comments

This response receives no marks.

The candidate has no understanding of the concept of predestination and so suggests three generic beliefs, in the hope that something would be appropriate. Sadly nothing is.

Total: 0 Marks



ResultsPlus
Examiner Tip

Learn key word definitions

Question 1 (b)

Question 1b. Explain **two** reasons why the omnipotence of Allah is important to Muslims.

This question is based on Bullet Point 1.3.

In b) questions, candidates are expected to give two developed reasons in response to the question. Development must add value to the initial statement, whilst remaining relevant to the initial idea. Development may consist of additional supporting information, an example or a quotation from a recognised Source of Authority. b) questions are awarded points for two reasons: one mark for a simple reason/lesson/way/example and a second mark for a development. The maximum mark is 4.

Many candidates had a clear idea both of the meaning of omnipotence, and why it may be important that one aspect of Allah's nature is his omnipotence. Those candidates who understood the meaning of omnipotence focussed on ideas such as Allah's capacity to create the universe with his power, or to punish those who do not acknowledge him.

(b) Explain **two** reasons why the omnipotence of Allah is important to Muslims.

(4)

One reason it is important to Muslims is that it explains ~~who~~ how the universe exists, because, if Allah is all powerful, ~~the~~ god could and would create it.

Another reason is that it gives comfort to people, as ~~if~~ they feel safe knowing an all powerful deity is watching over them.



ResultsPlus
Examiner Comments

This response receives 4 marks for two developed reasons.

Marks are given as follows.

It:

- explains how the universe exists (1), Because if Allah is all-powerful he could create it (1)
- gives comfort to people (1). They feel safe knowing an all-powerful deity is watching over them (1)

Total: 4 Marks



ResultsPlus
Examiner Tip

Reason clearly stated, then developed

(b) Explain **two** reasons why the omnipotence of Allah is important to Muslims.

(4)

The omnipotence of Allah is important to Muslims because they know Allah can ~~give them~~ reward them with ~~the~~ Heaven, this is important because Muslims want to go to Heaven as it is "a place of eternal peace".



ResultsPlus
Examiner Comments

This response receives 2 marks for one developed reason.

Marks are given as follows:

- They know Allah can reward them with heaven (1). Muslims want to go to heaven (1)

Total: 2 Marks



ResultsPlus
Examiner Tip

Always give two reasons in b) questions

Question 1 (c)

Question 1c. Explain **two** lessons Muslims may learn from the lives of the prophets.

This question is based on Bullet Point 1.4.

In c) questions candidates are expected to respond with two developed reasons (as they would in a b) response). In addition, one of the two developed reasons must be further developed by the use of a quotation from a relevant Source of Authority.

In the case of the Islam papers, it will almost always be the Qur'an or Hadith. If a candidate gives a Source of Authority from the Qur'an and identifies it as from the Hadith it cannot be credited. c) questions are point marked in the same way as b) questions, up to 4 marks for two developed reasons. The final mark is awarded for use of a relevant Source of Authority.

More-able candidates were able to manipulate the Source of Authority with dexterity to add to the value of their reason. Some of those who have more difficulty use the Source of Authority as a development, rather than as an addition to a developed reason.

This was a very open question, giving candidates numerous prophets teaching multiple lessons from which to choose. Unsurprisingly, the vast majority of candidates gave examples of lessons from the life of Muhammad. Many also gave the example of prophet Ibrahim's willingness to sacrifice his son.

Some candidates use the Source of Authority in a considered way to improve the mark.

(c) Explain **two** lessons Muslims may learn from the lives of the prophets.

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

(5)

One lesson they may learn is to always have faith in God's plan. This is taught by Ibrahim who agreed to sacrifice his only son^{Ismail} at God's command and was rewarded for doing so. Another lesson is that the Quran is Allah's final message. Muhammad was the last prophet sent to deliver Allah's final message to humanity, making the Quran God's word. This is seen when Muhammad is described in the Quran as 'seal of the prophets'.



This response receives 5 marks for one developed lesson and a developed lesson supported by a Source of Authority.

Marks are given as follows:

- Always have faith in God's plan (1) Ibrahim agreed to sacrifice his only son at God's command (1)
- The Qur'an is Allah's final message (1). Muhammad was the last prophet sent to deliver Allah's final message to Humanity (1) Muhammad is described in the Qur'an as 'the seal of the prophets' (1)

In this case, the Source of Authority confirms the truth of the lesson. Muhammad brought the last message to all humanity, making him the prophet who confirmed the truth of all the prophets who had gone before him.

Total: 5 Marks



Think carefully about how to use the Source of Authority

(c) Explain **two** lessons Muslims may learn from the lives of the prophets.

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

(5)

One lesson that they may learn is from Ibrahim who showed great levels of faith and obedience to Allah. This is shown when Allah commands Ibrahim to sacrifice his son and Ibrahim shows willingness to do so however as soon as he is about to his son is replaced with a sheep. Another lesson that they may learn is from Muhammad who God chose to reveal the Qur'an to and was the Seal of Prophets. He is the perfect role model of a Muslim and Muslims may follow the way he lived.



This response receives 4 marks, for two developed lessons.

It contains very similar information to the previous response, including the same potential source of authority.

Marks are given as follows:

- They may learn faith and obedience to Allah (1). Allah commands Ibrahim to sacrifice his son and Ibrahim is willing to do so (1)
- Muhammad is the perfect role model of a Muslim (1). Muslims may follow the way he lived (1)

In this example, although the candidate mentions that Muhammad was chosen for the revelation of the Qur'an and was the seal of the prophets, these are not used to support the lesson or its development. This limits the marks that are achieved.

Total: 4 Marks



Link all information to the point of the question

Question 1 (d)

Question 1d. 'If everyone believed in the Five Roots of Usul ad-Din the world would be a better place.'

This question is based on Bullet Point 1.2.

In d) questions candidates are asked to evaluate a stimulus statement. The statement is followed by the question rubric, which tells the candidate exactly what must be included.

In this example, they must refer to Muslim teachings and reach a justified conclusion. In core sections 1, Muslim Beliefs and 3, Living the Muslim Life, candidates can never be asked for anything that is not based on Muslim beliefs since, for example, non-religious views, are not mentioned in the Specification. They may, on some occasions be asked to refer to different Muslim views. This suggests they should consider differences in teaching, understanding or practice between Sunni and Shi'a Muslims.

In response to d) questions candidates are expected to:

- explain the views of those Muslims who support the statement
- explain the views of those Muslims who disagree with the statement
- consider the merits of the two points of view
- decide which holds the most value to form a justified conclusion

Whilst most candidate can give a response consisting of agree, disagree and conclusion, many still make no attempt to make judgments of the quality of the arguments. Fewer still are able to show appraisal and evaluation.

Unlike questions a) to c) which are point marked, the Level and mark awarded for d) questions is determined with reference to the Levels mark scheme.

Those candidates who were familiar with the Five Roots were able to apply their knowledge to produce arguments as to why universal belief would make the world a better place. Most commonly mentioned was the idea that if everyone believed the same thing, there would be less conflict over religious views.

Other candidates chose to look at the potential effect of one Root, such as universal belief in divine justice. Those who had more difficulty often confused the Five Roots, which are Shi'a beliefs, with the Five Pillars, which are key Sunni teachings.

* (d) "If everyone believed in the Five Roots of Usul ad-Din the world would be a better place."

T A N I M

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

Tawhid - One
Adalat - Just
Nubuwwah - Prophets
Imamah - Leaders
Mi'ad - Judger.
(15)

Some may agree with this statement because belief in Judgement Day would make people want to follow the right path. This is because Allah decides whether you go to ~~Heam~~ Jannah or Jahannam based on your actions in life. People would want to go to Jannah because it will be a place of "eternal peace" and so, people would ~~not~~ try to act good to go there. This is a weak ~~argument~~ argument because there are religious people, such as Muslims who do kill because they believe it is the right thing, as they believe in ~~Justice~~ Judgement day.

On the other hand, believing in Tawhid as one of the five roots wouldn't ~~necessarily~~ make the world better. This is because believing that "there is no God but Allah" would only give them values of one God and not more. Again, some may argue that believing in one God may lead to conflicts about religion where people fight over who

is the right God. This wouldn't make the world better. This is a strong argument because this has been seen in the past when Hitler killed the Jews ~~and~~ because of who they were.

Others may agree that believing in prophets would make the world a better place because prophets are good examples chosen by Allah. This is seen with Muhammad who was the "Seal of the prophets" and gave us the Hadith with all his teachings that provide advice like "wish for your brother". This is a strong argument because this advice promotes positivity and opposes conflict.

Overall, I believe that following the five roots does make the world a better place because most roots have good values or motivations to do good in life like with the Judgement Day or following the obedience of Ibrahim and Ismail.



This response reaches Level 3.

The candidate gives arguments both for, and against, the statement.

Each of these is judged as either a weak argument or a strong argument. Each judgment is supported by a reason for the decision. For example, belief in Judgement Day would encourage people to follow the right path to achieve Jannah.

This is judged to be a weak argument, because some people who believe in Judgement Day are prepared to kill to defend their beliefs.

A second example concerns belief in the prophets as examples of how to live a good life. This is judged to be a strong argument, based on the teaching of the Hadith.

These are contrasted with belief in the Oneness of Allah, which may lead to conflict with groups from other faiths. This is judged to be a strong argument based on the historical evidence of Hitler's treatment of the Jewish people.

The candidate, having made an attempt to make judgments of the value of the individual arguments does not then use them to provide evidence for a justified conclusion. Instead, the candidate suggests that Judgement Day is, in fact, a good reason, rather than as formerly suggested a weak reason, to conclude that believing in the Five Roots would make the world a better place.

The response shows elements of work at Level 3 standard in knowledge and understanding of religious views demonstrated. There is a simple attempt at judgment of the quality of the arguments.

There is also evidence of Level 2 work, with arguments not well-developed and the lack of appraisal and a partly justified conclusion.

On balance, it reaches Level 3, with the judgments demonstrated throughout the response lifting it into the higher level.

Level 3

Response: 7 Marks

SPaG: 3 Marks

Total: 10 Marks



Evaluation is key to the higher levels

* (d) "If everyone believed in the Five Roots of Islam ~~in~~ the world would be a better place."

Literally same thing, why?

Evaluate this statement considering arguments for and against.

In your response you should:

- ✓ refer to Muslim teachings
- reach a justified conclusion.

All muslims

(15)

~~Some people~~ may agree as Tawhid (Oneness of Allah) is very important to them. This is because their religion is based on there being one all powerful God. This is a strong argument as it shows Tawhid is important and proves belief/ submission to Allah.

Some people may disagree as every human is made uniquely by Allah to be different, they all have free will and people would not all agree with the 5 Roots. This is important as Muslims believe life is a test, so only holy people who show devotion to Allah go to Jannah.

I think that the statement is far from credible because, the 5 roots aren't everything, even if everyone believed in them they might not actually follow them. And as I don't think the world would change much as all,



This response reaches Level 2.

This is essentially a simple 'for' argument, namely that the Oneness of Allah is the basis of Islam. This is followed by a simply-developed 'against' argument: humans are created uniquely, with free will. This is developed by the idea, stated not explained, that life is a test.

The conclusion suggests that the beliefs do not do anything, so nothing would change.

Largely, this response exemplifies a Level 1 standard performance. The religious understanding is in isolated pockets, and even though the arguments are described as strong or important, there is no evidence offered to support the assertion.

It is lifted into Level 2 by the presence of developed reasoning in the 'disagree' argument, where Allah's unique creation of beings with free will is developed simply by the idea that life is a test.

There are many areas of the response that could be improved by developing and expanding the underlying ideas, to create a coherent set of arguments.

In this case, simply stating that something is a strong or important argument is merely a statement, rather than a judgment.

Level 2

Response: 4 Marks

SPaG: 3 Marks

Total: 7 Marks



To judge requires evidence

Question 2 (a)

Section 2. Crime and Punishment

Question 2a. Outline **three** Muslim beliefs about forgiveness.

This question is based on Bullet Point 2.6.

This was a very straightforward question.

Of those who did attempt the question, most had a very clear idea of Muslim beliefs on the issue, and were able to give three distinct beliefs. Most frequently, they suggested:

- that Allah is forgiving
- Muslims should be forgiving
- Muhammad was forgiving

Some candidates chose to give an example of Muhammad's forgiving nature.

It should be noted that although this is in the Crime and Punishment section, if the question does not specifically reference crime or punishment, there is no requirement to include it in the response.

2 (a) Outline **three** Muslim beliefs about forgiveness.

(3)

One belief is that muslims should be forgivful to follow in prophet Muhammad(SWA) footsteps. Another belief is someone who has ~~taken~~ ~~a life can pay~~ committed a crime can get punished then forgiven. Another belief is that Allah is the most merciful so muslims should try to forgive to be more like Allah.



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Examiner Comments

This response receives 3 marks.

Marks are given as follows:

- Muslims should be forgivful (1)
- Someone who has committed a crime can be punished and then forgiven (1)
- Muslims should try to forgive to be more like Allah (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

Three simple beliefs are all that is needed

2 (a) Outline **three** Muslim beliefs about forgiveness.

(3)

One belief is that you can give blood money to the victim's family.

Another belief is that you should always show forgiveness because Muhammad did.



ResultsPlus
Examiner Comments

This response received 1 mark.

The mark is given here as follows:

- You should always show forgiveness (1)

The first attempted response may be an example of a candidate attempting to include Crime and Punishment.

It is true that it is possible to give blood money to a victim's family in lieu of punishment, however, this is not linked to forgiveness so is not credited.

Total: 1 Mark



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Examiner Tip

Answer the question that is asked

Question 2 (b)

Question 2b. Outline **three** Muslim beliefs about protection as an aim of punishment.

This question is based on Bullet Point 2.5.

Rather surprisingly, a large number of candidates did not attempt the question. This was a feature throughout the paper this year. Candidates demonstrated more gaps in their knowledge and understanding than in 2019.

Of those candidates who responded well, many considered the question in terms of protection of the individual and protection of society. This proved to be a useful method to achieve maximum marks. Some candidates suggested that many Muslims believe it is a good aim of punishment, because it also has a deterrent effect.

(b) Explain **two** Muslim beliefs about protection as an aim of punishment.

(4)

One Muslim belief about protection as an aim of punishment is that it helps provide justice. This is because keeping the criminal away from the outside world is a form of punishment that is used all over the world and can help the victims feel that the criminal got what they deserved.

Another Muslim belief about protection as an aim of punishment is that it helps to protect the victims. This is because removing the criminal from society removes the chance of the criminal committing the crime again and helps the victims to feel safe from the criminal.



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Examiner Comments

This response receives 4 marks for two developed beliefs.

Marks are given as follows:

- It helps provide justice (1), because the victims feel that the criminal got what he deserved (1)
- It helps to protect the victims (1) Removing the criminal from society removes the chance of the criminal committing the crime again (1)

Total: 4 Marks



ResultsPlus
Examiner Tip

State the belief, then develop it

(b) Explain **two** Muslim beliefs about protection as an aim of punishment.

(4)

Muslims believe if they was protecting themselves or others its ok to not do the most loving thing as although they may of hurt someone they saved many others lives. they also may say that although it was protecting others it was still wrong and they should therefore both be punished for their violence towards other people who are innocent or have committed a sin as its seen to not be the most loving thing and were the right way to handle the situation.



This response receives no marks.

This candidate appeared to misunderstand the question. Rather than considering protection as an aim of punishment, the response considers whether it is acceptable not to do the most loving thing when protecting themselves or others.

Because the response does not answer the question, it is not given any marks.

Total: 0 Marks



Read the entire question

Question 2 (c)

Question 2c. Explain **two** Muslim teachings about good actions.

This question is based on Bullet Point 2.3.

The majority of candidates attempted this question with fewer missing responses than in many other questions. Many achieved four or five marks. Most mentioned the importance of good actions with respect to Judgement Day and the need to do Allah's will and thus the requirement to do good in the world.

(c) Explain **two** Muslim teachings about good actions.

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

(5)

One teaching is that a good action would be to follow the Shahadah and apply Allah's teachings where needed, "to repel evil with what is better" Quran Surah 41: 34-35.

Another teaching would be ~~to pray~~ to donate money to charity and whatever else you can as ~~Allah said~~ Allah said to give to the less fortunate and to be thankful for what you have.



This response is given 5 marks for two developed teachings and a relevant Source of Authority.

Marks are awarded as follows:

- A good action would be to follow the Shahadah (1), and apply Allah's teachings where needed (1) 'to repel evil with what is better' (1)
- Another would be to donate money to charity (1) as Allah said to give to the less fortunate (1)

The candidate chooses to begin the response by showing that good actions should come from belief in Allah as the one God. This leads Muslims to apply his teachings in the world.

This is developed by a relevant example. The candidate references the source of the quotation as the correct Surah and ayah in the Qur'an. This level of detail is not required and carries some peril.

This is followed by use of a developed example of a teaching.

Total: 5 Marks



Use a Source of Authority accurately

(c) Explain **two** Muslim teachings about good actions.

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

(5)

One Muslim teaching about good actions is that if 'you do good, you get rewarded good'. For ~~example, Muhammad was~~ A source of wisdom and authority to support this is when Muhammad was in the cave and he heard people talking to him. He decided to make the best out of that and become one of the worlds most known prophets of Allah.

Another teaching is that good actions builds the good reputation.



ResultsPlus
Examiner Comments

This response receives 1 mark for one simple teaching.

The mark is given as follows:

- 'You do good you get rewarded good' (1)

This is taken as a very loose paraphrase of 'Those who believe and do deeds of righteousness, that for them is forgiveness and a great reward'.

The example chosen to illustrate this does not strengthen the belief, and building a good reputation does not provide a teaching.

Total: 1 Mark



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Examiner Tip

Develop what you know is right

Question 2 (d)

Question 2d. 'Punishing those who do wrong is the only way to achieve justice'.

This question is based on Bullet Point 2.4.

In responding to this question, most candidates were able to suggest reasons why punishing offenders is a good idea. They proposed alternatives to punishment, such as restorative justice, in order to achieve just outcomes. This led to the majority of candidates achieving Level 2 marks with a minority in both Level 1 and Level 3.

Many candidates used these ideas to organise two clear sets of arguments on the issue. Whilst there was evidence of more candidates making judgments on the value of the arguments offered, few used these to justify a conclusion.

Some candidates focussed solely on punishment, rather than whether or not this would achieve justice, and whether or not there are other, conceivably better, ways to make the world a fairer and more just place.

(d) "Punishing those who do wrong is the only way to achieve justice."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

"eye for an eye"
~~Qisas~~ retribution

(12)

Some may agree with this statement because punishment such as capital punishment is a good deterrence against crime. This is seen as the only way for some people because the punishment is the only thing that can put criminals off from the crime. This is because capital punishment is severe and like an ending, so ~~more~~ it stops crime and achieves justice. This is a weak argument because countries without capital punishment have less crime than countries with it so it doesn't actually put many people off.

On the other hand, some may argue that punishment is ~~not~~ ^{not the} only way to achieve justice because Muhammed said to "wish for your brother". This could be interpreted to mean that you should help others & instead of punishing them. This would bring justice because some may commit crimes because they are poor and have no other options; and so helping them by providing money or food would bring justice as they wouldn't have to commit the crime. This is a strong argument because Muslims

already do this ~~but~~ by giving 2.8% of their savings to charity in Zakah which could stop someone from having to commit a crime and achieve justice.

Some may agree because of the law of retribution or ~~Qisas~~ ~~Qisas~~ ~~Qisas~~ A teaching to support this is "an eye for an eye". This means that the convict receives their rightful punishment as it is the one they committed. This is a strong argument because some may say ~~this~~ ^{this} applies to the golden mean which is the balance between punishment and mercy as their punishment is equal to their crime.

Overall, I believe that punishment isn't the only way to achieve justice because God said to "repel evil with what is good" and so you should try to help the criminal who sinned by ~~rehabilitation~~ rehabilitation or giving them opportunities for work. This is because crimes may be committed because of poverty or alcohol, so rehab and opportunities to get money would help them not committing crimes and achieving justice by giving them a fair opportunity.



This response reaches Level 3.

The candidate demonstrates sustained, accurate, and thorough understanding of religion and belief throughout. They consider a range of valid reasons both to agree and disagree with the statement.

Reasons are supported with reference to the Qur'an and Muslim teaching. This leads to coherent and logical chains of reasoning, with two key viewpoints considered.

Judgments are made of the range of opinions under consideration enabling the candidate to reach a conclusion that is, at least, partly justified.

Having considered the value of punishment in achieving justice and some potential ways of making society fairer, the candidate suggests that providing the poor with increased opportunity may be the best way to achieve justice.

This response is firmly rooted in Level 3. The judgments carry more weight than a simple 'strong' or 'weak' suggests. The conclusion shows some evidence of an attempt to appraise, making this a good Level 3 response.

Level 3

Total: 8 Marks



Breadth, depth and detail for Level 3

(d) "Punishing those who do wrong is the only way to achieve justice."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

One argument for is because Muhammad once said that if he ever caught his daughter stealing, he would cut her hands off as a form of Punishment. And that is a role model Muslims look up to ~~and~~ and that would ^{reduce} decrease the Numbers in crime.

One argument against is because The Golden rule exists and ~~if~~ ^{you} ~~should~~ should treat others like you want to be treated and ~~if~~ ~~someone~~ ~~committed~~ ~~a~~ ~~crime~~ ~~we~~ ~~should~~ ~~put~~ ~~ourselves~~ ~~in~~ ~~their~~ ~~shoes~~ ~~and~~ ~~think~~ ~~if~~ ~~we~~ ~~would~~ ~~want~~ ~~to~~ ~~be~~ ~~punished~~ ~~and~~ ~~because~~ ~~Muslims~~ ~~are~~ ~~pacifists~~.

Argument 1 is a stronger argument because it ~~refers~~ ~~to~~ ~~Muslim~~ ~~teachings~~ ~~and~~ ~~because~~ ~~Muhammad~~ ~~said~~ ~~it~~ ~~doesn't~~ ~~matter~~ ~~who~~ ~~they~~ ~~are~~, ~~if~~ ~~justice~~ ~~needs~~ ~~to~~ ~~be~~ ~~served~~ ~~then~~ ~~punish~~ ~~them~~.



This response is an example of work at Level 2 standard.

This response is a simple 'for and against' with a conclusion.

It shows evidence of limited development, particularly with the idea that Muhammad said he would punish his daughter according to the law if he found her stealing. It is developed with reference to the significance of Muhammad as a role model.

It also shows very simple judgment in the conclusion with the candidate supporting the statement based on the teaching of Muhammad.

These two elements, though simply executed, move the response into Level 2.

Level 2

Total: 4 Marks



Including other ideas would improve the mark

Question 3 (a)

Section 3. Living the Muslim Life

Question 3a. Outline **three** ways Muslims may celebrate Id-ul-Adha.

This question is based on Bullet Point 3.8.

Id-ul-Adha (The Holiday of the Sacrifice) is one of the largest festivals celebrated in Islam. It commemorates the willingness of Ibrahim to sacrifice his son for Allah, although Ibrahim's son was replaced by an animal and not sacrificed.

The question is focussed on the way Muslims celebrate the festival rather than why they celebrate it. The majority of candidates found this straightforward. Answers included:

- sacrificing an animal
- going to Eid prayers
- gift giving

Those who found the question more challenging often confused Id-ul-Adha with other major festivals, including Ashura.

3 (a) Outline **three** ways Muslims may celebrate Id-ul-Adha.

Ibrahim's sacrifice (3)

One way Muslims celebrate Id-ul-Adha is

through ~~the~~ sacrificing an animal.

Another way Muslims celebrate Id-ul-Adha is

by exchanging gifts.

A third way Muslims celebrate Id-ul-Adha is by

having a meal or feast.



ResultsPlus
Examiner Comments

This response receives marks for:

- Sacrificing an animal (1)
- Exchanging gifts (1)
- Having a feast (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

Look for the key words in questions

3 (a) Outline **three** ways Muslims may celebrate Id-ul-Adha.

(3)

presents
praying to Allah.
eating



This response receives 1 mark.

This was one of the few examples of a list that occurred this year. The question requires an outline, and so single word responses are not acceptable.

The candidate writes:

- presents
- praying
- eating

The response gains 1 mark, because it is a list.

Had the candidate only written 'praying to Allah', the response would have achieved 1 mark, because this statement is a simple outline.

The candidate cannot be awarded more than 1 mark by either means of judgement.

Total: 1 Mark



An outline requires a statement

Question 3 (b)

Question 3b. Explain **two** reasons why Muslims recite the Shahadah.

This question is based on Bullet Point 3.2.

Section 3 of the Specification is heavily centred on the Five Pillars of Sunni Islam. These tend to be well-understood by candidates because they are often taught as part of an introduction to Islam. The Shahadah is no exception.

This led to more than half the candidates gaining maximum marks for this question. The most usual reasons offered by the candidates included:

- the Shahadah as a statement of faith
- the way a convert becomes a Muslim
- the Shahadah's significance in both birth and death rituals

(b) Explain **two** reasons why Muslims recite the Shahadah.

(4)

one reason Muslims do this is to show their faithfulness to Allah. The line "there is no god but God" shows their monotheistic view of one God.

A second reason is it shows their belief/respect to "Muhammad [as] the messenger". This shows Muslims view Muhammad as a role model and an important man, as the last prophet.



ResultsPlus
Examiner Comments

This response is awarded 4 marks for two developed reasons.

Marks are awarded as follows:

- To show their faithfulness to Allah (1) 'There is no god but God' shows their monotheistic view of one God (1)
- It shows respect to Muhammad (1) Muslims view Muhammad as a role model (1)

Total: 4 Marks



ResultsPlus
Examiner Tip

Keep your reasons distinctly different

(b) Explain **two** reasons why Muslims recite the Shahadah.

(4)

one reason

the shahadah is recited to show the submission to Allah

another is that it is recited three times in front of other muslims to become join the Islamic faith.



ResultsPlus
Examiner Comments

This response receives 2 marks for two simple reasons.

Marks are given as follows:

- To show submission to Allah (1)
- To join the Islamic faith (1)

Total: 2 Marks



ResultsPlus
Examiner Tip

If you cannot develop, at least give simple reasons

Question 3 (c)

Question 3c. Explain **two** reasons why Laylat al-Qadr is important to Muslims today.

This question is based on Bullet Point 3.4.

Laylat al-Qadr is the Night of Power, regarded as Islam's holiest night. It commemorates the Angel Jibril revealing the first verses of the Qur'an to Prophet Muhammad. Muslims believe that on this night Allah gives the annual decree to the angels who carry it to earth. On this night Muslims believe their prayers will be answered and their destiny may be changed. Many Muslims spend the night in prayer.

Many candidates included 'The Night of Power is better than a thousand months' as the Source of Authority. This was often misquoted. A significant minority of candidates did not recognise 'Laylat al-Qadr' as the Night of Power and focussed their answers on al-Qadr. Often these did not answer the question. This resulted in a majority of candidates not gaining any marks for this question, making it the most difficult of the c) questions.

(c) Explain **two** reasons why Laylat al-Qadr is important to Muslims today.

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

(5)

One reason why Laylat - al - Qadr is important to ~~Muslims~~ Muslims today is because it increases a person's iman. For example, the act of greater jihad where a Muslim strives to become a better Muslim, by praying and reading Quran in order to become closer to God. Another reason why Laylat - al - Qadr is important is because it is the night of power. For example, Muslims believe that this night was when the Quran was revealed to Prophet Muhammad by the angel Jibreel. "Better than a thousand months", this suggests how praying on this night and asking God for forgiveness is seen as a great reward because it allows for all your sins to be forgiven and this way, it allows you to become closer to Allah and your iman increases as well.



This response is given marks for one developed reason and a developed reason with a Source of Authority.

Marks are awarded as follows:

- It increases a persons iman (1) by praying and reading the Qur'an in order to become closer to God (1)
- This was the night when the Qur'an was revealed to Prophet Muhammad (1). 'Better than 1000 months' (1). Praying on this night and asking forgiveness is seen as a great reward (1)

Total: 5 Marks



The Source of Authority can occur anywhere in the reason

(c) Explain **two** reasons why Laylat al-Qadr is important to Muslims today.

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

(5)

The belief of predestination is important to Muslims because they believe that Allah has determined most of the events going to happen in their life however, they also believe in free will where they believe that they can decide on some things they do in life. The ~~belief~~^{belief} they can decide allows them to understand that they decide whether they go Jannah or Jahannam allowing them to make wise choices in life and ~~do~~ good deeds.



ResultsPlus
Examiner Comments

This response is awarded 0 marks.

The response is entirely focussed on Al-Qadr rather than the Night of Power. Because it did not answer the question, it received no marks.

Total: 0 Marks



ResultsPlus
Examiner Tip

Read the question for meaning

Question 3 (d)

Question 3d. 'Salah is the most important aspect of a Muslims life'.

This question is based on Bullet Point 3.2.

As one of the Five Pillars, Salah is well-understood by the majority of candidates. Many were able to suggest valid reasons to support the statement.

Suggestions included many aspects of the value of prayer.

These included to:

- worship Allah
- seek forgiveness
- pray for the health of friends and family
- bring Muslims closer to God

Similarly, many candidates were able to mount a counter-argument most often suggesting that all the Five Pillars should be viewed as equally important.

*(d) "Salah is the most important aspect of a Muslim life."

~~prayer~~ ~~is~~

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

"~~worship~~ glory of God and
~~bow down~~ among
others" (15)

Some may agree that ~~prayer~~ salah is the most important ~~aspect~~ aspect of a muslim life because it ~~unites~~ unites the ummah. This is because prayer ~~is done with~~ can be done with others and therefore strengthens the muslim community. This is seen when muslims are told to "worship the glory of God and bow down to him among among others", This could be considered the most important aspect of a muslim life because the Ummah are arguably the foundation of Islam because some may say there is no religion without its followers. This is a strong argument because praying together with others gives ~~for~~ as a sense of purpose to muslims as they feel united.

On the other hand, some may disagree with this statement because Sawm may be considered more important. This is because fasting during Ramadan allows muslims to show self-restraint and understand the suffering of others more. Doing this allows

for self-improvement to become a better person and to do good in life. By living a good life, Muslims will be rewarded by going to Heaven which is a "place of eternal peace". This ~~could~~ ^{can} be seen as the most important aspect of their life. This is a strong argument because "life is a test" and saum is like a test for Muslims and so passing this test gives them a better ~~chance~~ ^{chance} of going to ~~Heaven~~ Heaven.

Furthermore, salah may be considered the most important aspect of a Muslim life because it connects you with Allah. This is because some Muslims pray five times a day and this therefore always reminds them of Allah. This also reminds Muslims to be good and avoid crime because "crime is a distraction from Allah". This is a strong argument because ~~Muslims~~ living a good life allows Muslims to go to Heaven.

Overall, I agree that salah is the most important aspect of a Muslim life because it gives a sense of meaning and purpose to the ~~the~~ Muslim community and keep them going down the right path so they can be with God in ~~the~~ ^{the} Heaven.



This response reaches Level 3, 7 marks.

The candidate gives one well-argued set of views in defence of the statement. These propose that Salah is the most important aspect of Islam because it unites the Ummah and connects the person praying to Allah.

Both views are well-supported with evidence from scripture and developed to give chains of reasoning. Both are judged to be strong arguments.

The candidate also offers Sawm as an alternative, proposing that it may be considered the most important, because it encourages self-restraint and empathy. This was also judged as a strong argument.

Whilst the candidate has made judgments of the quality of the elements considered, there is no attempt to compare the relative value, and thus no attempt to appraise the comparative strengths, of the arguments offered. The conclusion then becomes a personal opinion.

The work of this candidate would benefit from a more rigorous approach to appraisal, perhaps by ranking the relative strength of the arguments in order to, at least partially, justify a conclusion based on judgment and appraisal, rather than opinion.

Level 3

Response: 7 Marks

SPaG: 3 Marks

Total: 10 Marks



Appraise please!

*(d) "Salah is the most important aspect of a Muslim life."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Some Muslims say that salah is the most important aspect of a Muslim's life is true because the Muslims must know what the salah is and how its important in every Muslim's life to show how important they are. Also that they need to know what salah is because they might have to speak to someone saying that they know what and the salah is!

Another reason why Muslims say that salah is the most important aspect of a Muslim's life is true because Allah teaches them as ~~best to know~~ what do - you know about salah so they

have to see if salah is the most important aspect in a muslims life. Also because they need salah to help with allah

even though some muslims might say that salah isn't the best aspect in a muslims life because they might believe that something else is the most important aspect in a muslims life.



ResultsPlus
Examiner Comments

This response receives no marks.

This is a study in how to write a significant amount without knowing what Salah is.

This is very unusual because most candidates know that Salah is prayer and that many Muslims pray five times daily.

Writing nothing of any value in 3d) (and 1d) responses) carries the additional cost of 3 SPaG marks, which cannot be awarded if the candidate has written nothing to merit the award of even 1 mark for knowledge and understanding.

Total: 0 Marks

Question 4 (a)

Section 4. Peace and Conflict

Question 4a. Outline **three** Muslim beliefs about passive resistance.

This question is based on Bullet Point 4.4.

Passive resistance is defined as non-violent opposition to authority. Many candidates showed a degree of confusion in dealing with this question. This may reflect the fact that Sections 2 and 4 were not included in the Advance Information, therefore fewer centres may have focussed revision on this aspect of the Specification.

Of those candidates who had a clear idea of passive resistance, many referenced its importance at the beginning of the Arab Spring and suggested that it was preferable to a violent protest or war. Many also referenced Muhammad's dealings with the Maccans.

It was acceptable to include negative views of the value of passive resistance such as 'It doesn't work'.

4 (a) Outline **three** Muslim beliefs about passive resistance.

(3)

One belief is that Muhammad used it at Mecca.

A second belief is that it is a better way to resolve conflict than violence.

A third belief is that it is not always effective as Muhammad had to use violence in Medina.



ResultsPlus
Examiner Comments

Marks are given as follows:

- Muhammad used it at Mecca (1)
- It is a better way to resolve conflict than violence (1)
- It is not always effective (1)

Total: 3 Marks



ResultsPlus
Examiner Tip

Short and sweet

4 (a) Outline **three** Muslim beliefs about passive resistance.

(3)

One muslim belief about passive resistance is to not get involved.

Another muslim belief is ~~to~~ to not harm innocent people.

A third belief is nothing about it can be justified.



ResultsPlus
Examiner Comments

There is no creditable content suggesting the candidate is 'grasping', unsuccessfully, 'at straws'.

Total: 0 Marks

Question 4 (b)

Question 4b. Explain **two** Muslim teachings about the importance of peacemaking.

This question is based on Bullet Point 4.2. The focus of this question is very much on teachings that show that peacemaking is important. The fact that Islam is a religion of peace was not taken to be a teaching and so responses suggesting this were not credited.

Most frequently, candidates suggested that peacemaking is important to prevent conflict beginning or to bring conflict to an end. Some suggested that Hadith, such as 'Wish for your brother what you wish for yourself', make it important for every Muslim to work for peace and live in peace.

Other candidates focussed on the example of Muhammad as a peacemaker, making it important for Muslims to follow his example. As a result, most candidates were able to give one or two developed beliefs.

(b) Explain **two** Muslim teachings about the importance of peacemaking.

(4)

One teaching is that peacemaking is important as it allows conflict to be resolved and prevented. This means that the world would be safer.

A second teaching is that as stewards of the Earth Muslims should help achieve peace. This is important because they can do God's work as peacemakers.



ResultsPlus
Examiner Comments

This response is given 4 marks for two developed teachings.

Marks are given as follows:

- It allows conflict to be resolved and prevented (1) This means that the world would be safer (1)
- As stewards of the earth Muslims should help achieve peace (1), because they can do God's work as peacemakers (1)

Total: 4 Marks



ResultsPlus
Examiner Tip

Do not feel obliged to use all of the space

(b) Explain **two** Muslim teachings about the importance of peacemaking.

(4)

One muslim teaching about the importance of peacemaking is ~~Allah~~ ^{Allah} a ~~Muhammad~~ made peace with the Meccans after war against Muhammed.



ResultsPlus
Examiner Comments

This response is not given any marks.

Whilst the candidate gives an example of peacemaking in an historical sense, this is not linked to the importance of peacemaking and so could not be credited.

Total: 0 Marks



ResultsPlus
Examiner Tip

Examples are not teachings

Question 4 (c)

Question 4c. Explain **two** ways Muslims have worked to overcome the problems involved in conflict.

This question is based on Bullet Point 4.8.

Many candidates confidently gave two ways Muslims have worked to overcome the problems involved in conflict. These included ideas such as praying for the victims of conflict and providing practical help like food and shelter for war refugees.

Few candidates suggested a valid Source of Authority successfully, and fewer still referenced Malik's Muwatta, which is suggested by the specification. This may be because the problems associated with conflict were often regarded as occurring in the aftermath of war, rather than caused by the way the war was conducted.

As a consequence, many candidates received 4 marks, for two developed ways.

(c) Explain **two** ways Muslims have worked to overcome the problems involved in conflict.

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

(5)

One way muslims have worked to overcome problems involved in conflict is by dealing with it in a ~~not violent~~ ^{non-violent} and peaceful way. This is because muhammed did not use violence in medina and violence harms the ummah; this is important as it teaches muslims to not deal with problems involved in conflict in a violent way.



ResultsPlus
Examiner Comments

This response receives 2 marks for one developed way.

Marks are given as follows:

- They deal with it in a non-violent and peaceful way (1), this is because Muhammad did not use violence in Medina (1)

Total: 2 Marks



ResultsPlus
Examiner Tip

There must be other things they can do

This response does acknowledge the rules suggested in Mulak's Muwatta, such as not to harm innocent civilians.

(c) Explain **two** ways Muslims have worked to overcome the problems involved in conflict.

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

(5)

Muslims ~~know~~ will sometimes use passive resistance like Muhammad did to try to avoid conflict so that there is more peace

Another way is that Muslims are told to "fight in God's cause against those who fight you but do not over step the ~~big~~ ^(Qur'an) limits" therefore when in conflict, they should ~~not~~ make sure to not go too far e.g. kill ~~too~~ many civilians in a war.



ResultsPlus
Examiner Comments

This response receives 5 marks for two developed ways and a Source of Authority.

Marks are given as follows:

- Muslims have sometimes used passive resistance like Muhammad did to avoid conflict (1), so there is more peace (1)
- Muslims are told to 'fight in God's cause against those who fight you, but do not overstep the limits' (1) Therefore when involved in conflict they should make sure not to go too far (1), eg kill many civilians (1)

Total: 5 Marks



ResultsPlus
Examiner Tip

A useful quote in many situations

Question 4 (d)

Question 4d. 'War can never be considered holy'.

This question is based on Bullet Point 4.6.

Those candidates who realised that the question referred to the concept of holy war often did well with this question. They were able to consider the requirements for a war to be considered a holy war in the light of modern warfare.

This was contrasted with the reality from the Qur'an that, historically, wars in defence of Islam and following strict guidelines could, indeed, be considered holy.

Many candidates reached the conclusion that a war today, fought with modern weapons, could not be considered holy.

(d) "War can never be considered holy."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Firstly, Muslims believe that war can be considered Holy. This is due to Muslims believing in lesser Jihad. This in means that Muslims should fight to protect their religion and so therefore it is holy as it is written in the spoken by Muhammad to protect or defend Islam and as Muhammad is the perfect Muslim, who Muslims should fight on the name of religion.

Next, Muslims believe that war can be considered holy due to the rewards that come from it. This is because Muslims believe that if you die or win a battle in the name of Islam you will have good things in the afterlife. This is due to the Quran saying 'those who die or are victorious for Allah, will be greatly rewarded later'. As the Quran is the word of Allah and Allah is the creator and sustainer of Islam, Muslims may argue that war can

be holy as you are rewarded by Allah for it.

Next, some Shias may argue that it goes against their 10 obligatory acts to prohibit evil. This is because modern warfare with modern weapons means that it is impossible to avoid killing civilians or ~~others~~ as the weapons are too dangerous. Therefore, for some Shias holy war is not possible as it can go against core principles which displeases Allah.

Overall, I believe that the use of modern weapons in warfare leads to war not being able to be justified as holy. However, in the past where weapons weren't as advanced, weapons war was holy as it was depending on religion and also could lead to rewards in the afterlife. ~~for it~~



This response reaches Level 2, 6 marks.

The candidate demonstrates some understanding of religion and belief in considering the example of Prophet Muhammad fighting in wars and the importance of Lesser Jihad in defending Islam.

This is developed by the idea that fighting in the name of Allah, to defend Islam, brings great reward.

In contrast to these arguments supporting the possibility of holy war, the candidate points out the reality of modern warfare, linking it to the Ten Obligatory Acts and the requirement to prohibit evil.

Modern warfare is considered evil, because a person cannot avoid killing civilians. This goes against the principles of holy war.

Having identified opposing arguments and made superficial links between various aspects of Islam, the candidate concludes by drawing the distinction between historical Holy Wars and modern warfare and concludes modern warfare can never be considered holy.

Unfortunately, there is little evidence of an attempt to make judgments of the value of the different views, other than briefly in the conclusion, so this was awarded the top mark in Level 2.

Level 2

Total: 6 Marks



Judgments are vital and conclusions key

(d) "War can never be considered holy."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Islam means peace. There shall only be war if it makes peace. No war. Muslims believe there should not be conflict. You should ask for forgiveness but never make a war.

Some Muslims believe war can be considered holy. If you are ~~not~~ having war over your religion or to protect your beliefs and worship.

I think war is not holy as you should do the most loving thing and only make peace. Making conflict ~~is~~ is against what Allah says.



This response reaches the top of Level 1, 3 marks.

The candidate gives a simple reason against the statement, namely, that Muslims should make peace not war.

This is set against the need to protect beliefs and worship. The conclusion suggests Muslims should do the most loving thing and make peace.

This fulfils the criteria for Level 1.

Total: 3 Marks



A sound basis to build on with development

Paper Summary

Based on their performance in this year's examination, candidates are offered the following advice:

- In a) questions many candidates continue to give too much information. There is no requirement for developed responses
- In c) questions candidates should be careful to attribute the Source of Authority to the right source. The Qur'an and the hadith are not interchangeable
- 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 rooted firmly in judgment, appraisal and 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
- 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

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>

