



Examiners' Report

June 2024

GCSE Religious Studies B 1RB0 1C

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Introduction

This paper contributes 50% of the overall course award.

The paper includes four 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 focuses on two core topics, Islamic Beliefs and Living the Muslim Life with two option topics, Marriage and the Family and Matters of Life and Death.

The 2024 paper was broadly comparable to its predecessor in terms of difficulty and accessibility. Candidates continued to show evidence of gaps in their knowledge, with many questions not attempted and evidence of lower understanding of specifically Islamic words, for example Jihad. Many of the more accessible parts of the course have already been the subject of questions, leaving areas like the commemoration of Ashura: this proved challenging, particularly for weaker candidates.

The point-mark questions were well done by many candidates with some good use of relevant quotations from the Qur'an and Hadith.

It was pleasing to see in (d) questions that candidates continued to make an effort to make judgements of the quality of the arguments offered. However, it remains true that this was rarely continued into an evaluative conclusion, with many candidates reverting to a personal opinion rather than considering their existing judgements of the weight of the evidence.

Question 1 (a)

(a) questions are marked using a points mark scheme. Candidates are required to give three short points.

This question concerned the Six Beliefs of Islam, with candidates asked to outline three features of the Six Beliefs. The most common approach suggested Tawhid, prophets and the Day of Judgement.

The candidates who had difficulty with the question often confused the Six Beliefs with the Five Pillars or the Ten Obligatory Acts and suggested features such as prayer, Hajj and Zakah.

Candidates should be aware that in Section 1:

- 'beliefs' require knowledge and understanding of Islam
- 'aspects of living the Muslim life' require actions

This response provides an example of a candidate who knows what the Six Beliefs are and gives three examples confidently, requiring only the available space.

1 (a) Outline **three** features of the Six Beliefs.

(3)

One feature in six beliefs is the believe in one God which is Allah to make people worship ^{and believe in his existence} ~~and~~ ~~guide them~~. Another feature is the day of judgement this will ~~make~~ muslims to do the good deeds as they want to be closer to Allah. Last feature is the Holy Books which is to guide muslims to be a better person and meet the aspect of Allah.



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The candidate in this case suggests:

- 'belief in one God' (1)
- 'The Day of Judgement' (1)
- 'the Holy Books.' (1)

Each had a brief explanatory comment. There is no need in Outline questions to provide further development. Responses should be in brief sentences.

Total: 3 marks



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Examiner Tip

Do not write more than you need.

This candidate finds it difficult to provide three features of the Six Beliefs, choosing to focus on 'beliefs' and suggesting three generic beliefs held by Muslims, rather than on the specific beliefs that are contained in the Six Beliefs.

A mark was given for Tawhid, the oneness of Allah.

1 (a) Outline **three** features of the Six Beliefs.

(3)

Tawhid, which is the oneness of Allah. The 5 pillars of Islam e.g. Shadaadah, salah, zakat, ~~sawm~~ ^{sawm} sawm and Hajj. Another belief is helping the poor and providing charity for them.



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Examiner Comments

Know the difference between the Six Beliefs, the Five Roots, the Five Pillars and the Ten Obligatory Acts.

Total: 1 mark



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Examiner Tip

A belief is very different from an action.

Question 1 (b)

(b) questions are marked using a points mark scheme. Candidates are required to give two developed reasons to achieve full marks.

This question concerned Muslim teachings about life after death. In this case, candidates were not required to give specific teachings from the Qur'an or Hadith, only a general comment on Muslim teachings.

This question concerned Muslim teachings about life after death. Candidates had a good grasp of Muslim beliefs with many referring to Judgement Day, life as a test and the rewards of paradise. The key is to focus on the teaching and then develop it.

(b) Explain **two** Muslim teachings about life after death.

(4)

one muslim teaching about life after death is that those who are good in this world will be rewarded with paradise (heaven/Jannah). Muslims believe Allah sent us to this world as a test and if we do good we will therefore be rewarded.

another teaching about life after death is that there is hellfire for the disbelievers. Muslims believe that those who don't believe in Allah in this world will be punished in hellfire after death.



The work of this candidate is included to illustrate a model answer for this question. The candidate suggests two Muslim teachings, the reward of paradise and the punishment of hell, and develops each clearly, adding to the value of the original teaching.

- This life is a test (1) Those who are good in this world will be rewarded with paradise (1)
- There is hellfire for the unbelievers (1) Those who don't believe in Allah in this world will be punished after death (1)

There is no benefit in adding any further information because no further marks are available.

Total: 4 marks



Keep to the point.

This response is included to illustrate the work of a candidate who finds it difficult to develop the teachings.

Simple developments double the available marks.

(b) Explain **two** Muslim teachings about life after death.

alakhirah, the day of judgement,
heaven or hell

god will decide ~~on~~ ^{on} judgement
day



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Examiner Comments

This response is awarded 2 marks for two simple teachings.

- Heaven or hell (1)
- God will decide on judgement day (1)

The first point offered merely lists relevant ideas. The teaching of heaven and hell was credited as a simple teaching.

The second point is also credited as a simple teaching, the idea that God will decide on Judgement Day.

Total: 2 marks



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Examiner Tip

Focus on development.

Question 1 (c)

This question concerns the importance of predestination in influencing how a Muslim lives their life. Many candidates continue to have difficulty with the concept of predestination, although many were able to suggest two ways this belief may influence how a person may choose to live their life. Often in 'way' questions the candidates explain the teaching concerned but do not gain marks because they do not suggest ways in which it may impact a person's life.

Those who dealt well with the question suggested the key factor was that it made Muslims aware of their actions in trying to be true to Allah's plan. Alternatively, they suggested that they need not fear what might happen because it is part of Allah's plan.

Those who did less well tended to explain what predestination is rather than how the belief can change a life.

(c) questions are marked using a points mark scheme. Candidates are required to give two developed purposes as they would in a (b) question. The additional fifth mark is awarded for the use of a recognisable quote or paraphrase from a source of authority. In Islam, the sources of authority are the Qur'an and Hadith. The quotation must be embedded in a developed reason. It can occur at the beginning of the reason, in the middle or at the end. There is no preferred location but it must contribute to the developed reason in question.

This response is included as an example of the work of a candidate who gives two clear ways, develops both appropriately and includes a relevant source of authority.

It was awarded 5 marks.

(c) Explain **two** ways belief in predestination affects how Muslims live their lives.

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

(5)

One way is it gives Muslims a stronger faith in Allah as they know Allah has the best plan for them and they don't need to worry "Allah does not burden a soul beyond it can bear" they will know life is a test and Allah has everything sorted as he is most omnibenevolent and will give Muslims the best outcome they deserve for their tawakul and patience in Allah.

Another way is whenever a hardship or failure comes to a Muslim they will know Allah knows what he is doing and the hardship will only bring more good to them in the end.



- It gives Muslims stronger faith in Allah (1), as they know Allah has a plan for them (1) 'Allah does not burden a soul with more than it can bear (Surah 2:286) (1)
- Hardship will only bring more good to them in the end (1) Allah knows what he is doing (1)

The candidate wisely does not attribute the quotation either to the Qur'an or the Hadith and so does not risk losing the mark for choosing the wrong one.

Total: 5 marks



Focus on the key word.

Embed the source of authority in the response.

This response is included to illustrate the difficulty many candidates experience with this question. It is given 2 marks as one developed way.

There is no sense that the candidate understands that not only does Allah know what will happen, he has decided it and it will not change, regardless of what they choose to do.

(c) Explain **two** ways belief in **predestination** affects how Muslims live their lives.

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

(5)

One way the belief in predestination may affect how Muslims live their lives is that they may believe they don't have free will. ^{they may believe} If Allah already knows what will happen in their life then their ~~decis~~ decisions must not have an effect on the way their life goes.



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Examiner Comments

1. They may believe they don't have free will (1) If Allah already knows what will happen then their decisions must not affect what happens in their life (1)

Think about the impact on a person's life if all choice is removed.

Total: 2 marks



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Examiner Tip

Always have two points to make.

Question 1 (d)

This response was marked according to the new (d) mark scheme descriptors and the updated guidance on SPaG marking.

Unlike the other questions on the paper (d) items are Levels marked. They are NOT point marked.

For Levels marking it is important to read the whole response. The Level should be decided using the best-fit to Level from the mark scheme. Once a Level is determined it is then decided where the response lies within the Level.

Use the SPaG descriptors to determine the SPaG mark. The full range of marks was used as appropriate.

This question concerns the importance of all the prophets in Muslims lives today. Most candidates suggested the teachings of all the prophets remain relevant, with many suggesting Adam's importance as the first Khalifah as an example, and the importance of all the prophets in teaching humanity about Allah. This was almost invariably contrasted with the idea that Prophet Muhammad was by far the most important.

These responses were marked according to the new guidelines for both (d) questions and the award of SPaG. Whilst it is pleasing to note that many more candidates are attempting to analyse and judge the quality of their arguments, this continues to be poorly reflected in any form of evaluative conclusion.

The new guidance for SPaG marking also impacted candidates marks this year with many fewer candidates achieving full marks for spelling, punctuation and grammar.

The work of this candidate is included to illustrate the impact of the change in the mark scheme for (d) items.

*(d) "All the prophets are equally important to Muslims today."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Some Muslims may agree with this statement. Some Muslims may agree because of Risalah and Nubuwwah, which is the belief in all prophets. So none should be seen as more important. Also they each have certain important roles. For example prophet Adam was the first Khalifah and prophet Mohammed was communicated the Qur'an. Therefore each prophet is important and teach Muslims how to be a good Muslim. So none should be seen as more important because it would go against other of Allah's teachings. This is a valid argument because all prophets was chosen by Allah. Therefore if a prophet was seen more important, Muslims wouldn't take account of the other teachings they have taught. For example prophet Mohammed taught "when married he has completed half the religion". But if we were to see him as the most important prophet, other teachings, like we are Khalifahs, won't get put into practice as much.

Some Muslims may disagree. ~~because~~ Some Muslims may disagree because they believe prophet Mohammed is the most important. The Shahadah says "and Mohammed was his messenger". This shows that ^{the Prophet} only Mohammed is ^{the only Prophet} recognized in Shahadah. Therefore he must be the most important. Also Prophet Mohammed was the prophet who Allah sent down Angel Jibril

be communicate his direct message, which is the Qur'an. The Qur'an is seen as the most important k'utub. Therefore Prophet Mohammed must be the most important prophet. Also on this night it is now recognised as the night of power. On this day Muslims go to the mosque and pray as it is worth 1000 prayers. Therefore Prophet Mohammed must be the most important as the day he was given Allah's message is one of the most important days in Islam. This is an invalid argument because Allah taught about all prophets so just following one is going against his teachings. Also it wouldn't

In conclusion I agree with the statement. I agree because Allah's message is through all prophets. So if you think one is more important, you aren't fully following Allah.



This response reaches Level 3. It is given 7 marks.

SPAG was awarded 2 marks.

There is evidence of logical chains of reasoning and a sound understanding of religion and belief.

The candidate makes a limited attempt to judge the quality of the arguments offered by referring to valid and invalid arguments and backing up this choice with some simple reasoning.

However, it considers only the body of evidence rather than the relative weight of the individual arguments and this makes it difficult to produce a justified conclusion.

Analysis and judgements are the key to success.

The candidate spells and punctuates well but the response as a whole lacks the fluency required for high performance.

Question: 7 marks

SPaG: 2 marks

Total: 9 marks



Critically question the arguments.

This response is included to illustrate the work of a candidate with limited understanding of the role of the prophets in Islam.

*(d) "All the prophets are equally important to Muslims today."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

One reason a Muslim may agree with this statement is because they're important. This is because each prophet's teaching can be vital to a Muslim's ~~everd~~ everyday life.

A reason a Muslim may disagree with this statement is because they're old. This is because the world has changed since then so the teachings may not be relevant anymore.

In conclusion, the strongest argument is the disagree. This is because although the teachings may be relevant, ~~the~~ the world's views will have changed.



This response is awarded Level 1, 3 marks.

The candidate uses a simple argument to agree with the statement, followed by a simple argument to disagree. It uses undeveloped arguments underpinned by isolated elements of religion and belief.

The offered conclusion is a personal opinion.

SPaG: Although the content was quite weak there are no issues with spelling or punctuation and the meaning is clear throughout.

Level 1

Total: 3 marks

SPaG: 2 marks



Develop and judge your arguments.

Suggest further reasons.

Question 2 (a)

This question concerns the ways the ummah may support a family.

Most candidates offered ideas about the practical help that may be offered including things such as parenting classes, child minding or financial support for families in need.

Most considered situations where the family in question were facing difficulty, either emotional or financial.

Others suggested praying for them as a means of support.

This response is included to illustrate the work of a candidate with a clear idea of the help the ummah may offer.

In this case the candidate suggested they could enable the family to go to prayer together to seek guidance, they could offer group counselling sessions and they can offer child minding.

2 (a) Outline **three** ways the ummah may support a family.

(3)

The ummah can support a family by going to the mosque to pray together, asking Allah for guidance.
The ummah can also support a family by doing group counselling sessions. The ummah can help support a family through child minding.



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Examiner Comments

There is no need to repeat the question root three times, as in this example. The candidate said 'The ummah can support a family by' three times. Instead they could start with 'They can go to the mosque together to seek guidance' and still gain the marks.

Total: 3 marks



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Examiner Tip

Short and sweet saves time.

This response is included to illustrate the work of a candidate who found it difficult to provide three valid ways the ummah may help a family. Instead the candidate gave a detailed account of Zakah.

2 (a) Outline **three** ways the ummah may support a family.

(3)

One way the Ummah might support a family is zakat. Zakat is one of the Pillars of Islam and call for charity, specifically giving 2.5% of earned money away.



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Examiner Comments

The candidate is given 1 mark for the idea that a family could be offered support through Zakah.

No additional marks are available for development in (a) questions, limiting the marks this candidate could achieve.

Total: 1 mark



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Examiner Tip

An 'Outline' is a brief sentence.

Do what the question requires.

Question 2 (b)

This question concerns the role of men and women in the family.

Candidates approached this positively, with many referencing the differences between the traditional view and a more modern approach.

Candidates were not required to quote specific teachings: a general understanding of suitable teachings was acceptable.

Some candidates approached this by considering the role of men in the family and providing a developed reason.

The second teaching involved the role of women in the family, followed by a development. This approach was creditworthy.

This response is awarded 4 marks as two developed teachings.

collected
(b) Explain **two** Muslim teachings about the role of men and women in the family. *belonging*
(4)

Muslims believe that men and women have different but equal roles. As they are to men should provide for their families - while women should look after her husband & kids. Both parents have the responsibility of raising their kids as good Muslims, so and cherishing their kids as they believe they are a blessing from Allah.



- Muslims believe men and women have different but equal roles (1)
Men should provide for the family while women look after their husband and children (1)
 - Both parents are responsible for raising their children as good Muslims (1), cherishing their children as a blessing from Allah (1)
- Total: 4 marks



First decide on the teachings, then develop them.

This response is given 4 marks for two developed teachings.

(b) Explain **two** Muslim teachings about the role of men and women in the family.

(4)

One of the teachings of men is that they should provide for the family. ^{This means} they would do this by getting a job and earning money for food, tax and clothes. One of the teachings for the role of women is that they should "look after their husbands property" as stated in the Qu'ran. This means they should stay home by cleaning the house and cooking meals for the family. ~~The~~ Both men and women have roles to help raise good muslim children.



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- Men should provide for their family (1), by getting a job and earning money (1)
- Women should look after their husband's property (1) Cleaning the house and cooking meals (1)

This candidate divides the roles on the basis of gender, developing each one.

The candidate gives a final simple point 'Both men and women have roles to raise good Muslim children.'

Where a candidate offers more than the two teachings required the highest scoring combination should be credited.



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There are many ways to gain the marks.

Question 2 (c)

This question concerns the purpose and importance of families in Islam.

It offers four marks for two developed reasons with an additional mark for an appropriate source of authority, clearly linked to a developed reason. That is, a third mark as a fully developed reason.

The most frequently-used source of authority was undoubtedly 'Paradise lies at the feet of your mother.' This quotation comes from the Hadith. The Prophet was approached by a man who was about to go on a military expedition. The Prophet advised him to go and be with his mother.

Candidates who attributed this reference to the Qur'an, rather than leaving it unattributed or correctly suggesting the Hadith, did not receive the mark.

This response is included to illustrate the work of a candidate who used the source of authority appropriately, whilst offering two distinct reasons why families are important in Islam. The response is given the maximum mark of five.

The candidate offers two distinctly different reasons, the importance of caring for your mother and the value of a family in uniting the ummah. The source of authority was an integral part of the first reason, found with a developed reason.

(c) Explain **two** reasons why Muslims consider that families are important.

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

(5)

One reason why Muslims consider that families are important is because the Hadith states "paradise lies at the feet of the mother." This demonstrates that Muslims should care for their mothers as the prophet Muhammad did. This allows Muslims to follow in his footsteps and cherish their mothers.

Another reason why Muslims consider families to be important is because families unite the ummah. This illustrates that families are all part of the community which Allah says to look after and



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The candidate offers two distinctly different reasons, the importance of caring for your mother and the value of a family in uniting the ummah.

The source of authority was an integral part of the first reason, found with a developed reason.

Total: 5 marks



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Examiner Tip

Use the quotation with a developed reason.

This response is included to illustrate the considered approach required for quotations.

It is given 4 marks for two developed reasons.

(c) Explain **two** reasons why Muslims consider that families are important.

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

(5)

One reason why Muslims consider that families are important is because the prophet Muhammad loved his family. This is because the holy prophet told his companions and believers to keep good care and stay with their families ^{which is why Muslims consider their families important}.

Another reason why Muslims consider that families are important is that family is given a lot of importance in Islam. This is because respecting your parents and family members is a key concept in Islam. A quote to support this is "paradise lies under your mother's feet." This quote reminds Muslims of the importance of family in Islam.



This candidate uses essentially the same information as the previous example but does not gain the additional mark for the source of authority.

In this case the source of authority functions as a development with no further additional information, limiting it to four marks.

There must be three clear stages to a fully developed reason using a quote.

Total: 4 marks



Consider how to use the quote before you start your response.

Question 2 (d)

This question considers whether gender equality is important in Islam.

Since candidates are required to provide alternative views they must consider examples where gender equality is shown and those where it can be argued it is not.

Many candidates, as illustrated by these examples, restricted their consideration to gender equality in the family. There are many alternative examples within Islam that could have been considered, adding to the overall weight of the arguments.

The response is given Level 2, 4 marks.

(d) "Gender equality is shown as important in Islam."

Evaluate this statement considering arguments for and against.

1 against
conclusion.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion

(12)

A Muslim may agree with this statement as they believe men and women ~~have equal roles~~ have different roles but are still equal. This is because they believe a man's role in the family is to work to provide for the family, and a woman's role is to look after the home and children.

Although these roles are different, Muslims believe neither role is more important than the other.

This is because the prophet Muhammad lived in this way with his family, and Muslims follow his example to live a good life according to Allah.

Some Muslims may disagree with this statement as ~~they see the~~ only men can initiate a divorce. This discourages equality for men and women as it gives women less choice within their relationships.

Overall, I think Muslims would agree that ~~the~~
~~the~~ gender equality ~~is~~ is shown as
important in Islam as they are taught to
~~know~~



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Examiner Comments

The candidate offers a basic analysis of the statement, restricted to roles within the family.

There is some evidence of simply-developed reasoning, enabling it to achieve 4 marks.

Level 2

Total: 4 marks



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Examiner Tip

Consider as many different approaches as you can.

This response is included to illustrate the different ways a candidate may achieve a basic Level 2 mark.

(d) "Gender equality is shown as important in Islam."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(12)
Firstly, some Muslims may agree with this statement as men and women are equal but have different roles. This is because women are ~~seen~~ seen as caregivers while men are seen as workers. A quote that supports this is the repetition of "Men and women" which shows equality. This is in the Quran.

Secondly, some Muslims may disagree with this statement ~~because~~ as they agree that men and women should be able to have ~~the other~~ any role within ~~the~~ a family. This is because women can also work while men can be the caregiver.

In conclusion, I agree with this statement because in the Quran, men and women are shown to be equal so they should be equal in Islam too.



This response shows evidence of simple development.

The candidate suggests a way of extending and developing the response because they suggest that 'In the Qur'an men and women are shown to be equal' but then provides no evidence that this is the case.

Repetition does not imply equality.

Level 2

Total: 4 marks



Do not just suggest it, show it.

Question 3 (a)

This question concerns the significance of Jihad in Muslim life. Candidates were required to suggest three reasons why Jihad is important.

Many candidates proposed ideas such as Greater Jihad is the struggle with a person's inner self, Lesser Jihad is the outer struggle with the world and it is important because Muslims should remove injustice in the world.

The candidates who had difficulty with the question often had no clear idea of what Jihad is and confused it with other Muslim practices such as Salah.

This response is included as an example of the work of a candidate with a clear understanding of why Jihad may be important for a Muslim.

3 (a) Outline **three** reasons why Jihad is important to Muslims.

(3)

One reason is because ~~it~~ it was practiced by the prophet Muhammad (SAW).

Another reason is because Allah encourages ~~to~~ bettering yourself for his sake.

Another reason is because it is one of the 10 obligatory Acts.



This response suggests three of the reasons most frequently suggested by candidates.

- It was practised by Prophet Muhammad (1)
- Allah encourages bettering yourself for his sake (1)
- It is one of the Ten obligatory Acts (1)

The candidate gains full marks by using generic descriptors such as following the example of Muhammad.

Total: 3 marks



Use knowledge you are confident of.

This response takes a different, but equally creditworthy approach. There are many ways to answer questions like these.

3 (a) Outline **three** reasons why Jihad is important to Muslims.

(3)

Jihad is important to Muslims because it is all about being a good Muslim - which is what their life is all about - Jihad gives Muslims' lives a purpose. Jihad is also important because being a good Muslim will allow them to enter Jannah, which is what all Muslims want. Jihad is also important because Allah encourages it - he says: "Fight in the cause of Allah... but do not transgress".



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This response is rather more focussed on the personal importance.

- It requires being a good Muslim (1)
- It gives life purpose (1)
- It helps them enter Jannah (1)

The candidate adds an additional valid point 'Allah encourages it.' but since full marks had been achieved this could not be credited.

The candidate makes no effort to clarify whether they are considering Greater or Lesser Jihad but this is not required by the question.

Total: 3 marks



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Examiner Tip

Do not give more information than you have to.

Question 3 (b)

This question concerns the significance of the Night of Power for Muslims today.

The Night of Power is the night Muslims remember when the Qur'an first came to earth and angel Jibril revealed the first verses to Prophet Muhammad. The Qur'an describes the Night of Power as better than 1,000 months.

Many Muslims believe that praying on that night will bring the rewards of praying for 1,000 months. Some also believe that on that night Allah determines the annual destiny of every person and prayer on that night may change a person's destiny.

This response is included in the report to illustrate the most common approach to gain full marks in this question.

The response is given 4 marks because there are two developed reasons.

(b) Explain **two** reasons why the Night of Power is significant to Muslims today.

(4)

One reason why the Night of power is significant to muslims today as it brings muslims closer to Allah. That muslims can pray ~~to Allah~~ and make dua to communicate to Allah about their problems and worries.

Another reason why the night of power (Laylatul-Qadr) is important is because muslims believe the quran was revealed during that time muslims believe that the prophet Muhammad ~~prah~~ was given the quran and it was revealed to spread the direct words of Allah.



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Examiner Comments

For many candidates, their knowledge of the significance of the Night of Power only involves the revelation of the Qur'an. As a result, as in this example, marks were also given for more generic reasons involving the benefits of praying on that night.

Prayer on the Night of Power will bring Muslims closer to Allah. Even without reference to changing one's destiny this can be credited as a developed reason, concerning the benefits of praying on this night.

Total: 4 marks



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Examiner Tip

There is more to the Night of Power.

This response is included as an example of the work of a candidate who has no understanding of the importance of the Night of Power.

(b) Explain **two** reasons why the Night of Power is significant to Muslims today.

(4)

One reason the night of power is important
to muslims today is because it shows
that Allah is all seeing and
all knowing.



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Examiner Comments

The Night of Power may indeed require Allah to be both all seeing and loving but this generic response makes no effort to link this to the Night of Power and was not credited.

Total: 0 marks



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Examiner Tip

Use the time wisely, answer what you know.

Know the specification content.

Question 3 (c)

This question refers to the commemoration of Ashura. The commemoration of Ashura is different for Sunni and Shi'a Muslims. This question asked only for the importance of Ashura to Muslims so either set of beliefs, or both, could be used by candidates.

For Sunni Muslims Ashura marks the delivery of the Israelites from the Pharaoh and other auspicious events. For example, it commemorates the day Noah disembarked from the ark. In this sense, for Sunni Muslims, it is a joyful day.

In contrast, for Shi'a Muslims it is marked as a day of mourning. On this day Shi'a Muslims mourn the death of the grandson of the Prophet at the Battle of Karbala.

This response is included as a rare example of a candidate who not only had a clear idea of the importance of Ashura to both Sunni and Shi'a Muslims but also effectively uses an appropriate source of authority. The response is given 5 marks.

Many candidates found it difficult to offer two developed reasons in response to the question.

(c) Explain **two** reasons why the commemoration of Ashura is important to some Muslims.

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

(5)

One reason why the commemoration of Ashura is important to some Muslims is because it remembers the martyrdom of ~~prot~~ Prophet Muhammad's grandson, ~~Ha~~ Hussain. The Qur'an states Muslims should 'strive for his (Allah) cause'. This could show how Muslims should be like Hussain, strive for Allah and remember Hussain's sacrifice.

Another reason why the commemoration of Ashura is important to some Muslims is because it also remembers ~~to~~ prophet Musa, who saved his people who had been enslaved by the pharaoh. ~~ti~~ By remembering this, it ~~is~~ teaches ~~muslims~~ ~~that~~ Sunni Muslims that Allah will protect them, which is important to Muslims today.



The first response highlights the Shia commemoration and the death of Husayn.

The second uses the Sunni belief to suggest that this encourages Muslims to believe Allah will protect them.

Total: 5 marks



Be clear on what the festivals remember.

This response illustrates the responses of those candidates who have no clear idea of what Ashura commemorates. It was awarded 0 marks.

(c) Explain **two** reasons why the commemoration of Ashura is important to some Muslims.

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

(5)

The comemoration of ~~Ashura~~ Ashura is important to some Muslims as it teaches them about what happend and what Ashura is.



In many ways it is true that the celebration of Ashura is used to teach children the events of Ashura.

However, this is not what makes it important today.

This response is too generic to be creditworthy.

Total: 0 marks



Link the response to the question.

Question 3 (d)

This question concerns aspects of the purpose of the Ten Obligatory Acts of Shi'a Islam, specifically whether they provide the best guide to living the Muslim life.

Those candidates who agreed tended to consider the importance of acts such as Salah as commanded by Allah in the Qur'an.

The alternative suggestions for better guides were many and varied, with some suggesting the Qur'an provides the best guide whilst others proposed the Five Pillars as the best guide because there are more Sunni Muslims in the world.

This response is given Level 2, 5 marks. SPaG is given 3 marks.

This is included in the report to illustrate the importance of developing reasons as an argument builds.

* (d) "The Ten Obligatory Acts are the best guide to living the Muslim life."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(15)

^{Shia}
Someⁿ Muslims may argue for the statement and could say that all that a Muslim needs to do to live a good Muslim life are stated in the 10 obligatory acts. For example, one is to avoid bad people. This is just one example, but it shows that the 10 obligatory acts are the best guide to follow to live a good Muslim life. However, others may disagree and may argue that, the Ten obligatory Acts lack in some aspects which cannot tell a Muslim how to do certain things such as how to pray, which is found in the Hadith. Furthermore, all 10 Obligatory acts, and more can be found in the Hadith, so surely the 10 Obligatory Acts cannot be the best guide to living the Muslim life.

On the other hand, many other Sunni Muslims will completely disagree with the statement. This is because they do not believe in the Ten Obligatory Acts. Shia Muslims believe the 10 Obligatory Acts were put in place by the 12 Imams but Sunnis completely disregard this fact and instead would argue that the Sunnah and Hadith are the best guide to living the Muslim life. This is because

it is believed the prophet (SAW) was the perfect Muslims,
So surely following his sunnah and hadith is the best guide.

In conclusion, the statement is best argued against as
the arguments clearly suggest better guides and the reasoning
is clear.



The candidate initially argues the value of the Ten Beliefs as providing everything a Muslim needs to lead a good life. This is simply developed with an example although this is unsupported by any further evidence. The argument in favour of the statement is therefore not well developed.

The candidate then makes the case for the Hadith and Sunnah of the Prophet as the best guide. This is explored more thoroughly. For example, some important things are not included in the Obligatory Acts, such as how to pray. The candidate considers the origins of the Obligatory Acts and their relevance to Shi'a Muslims, rather than Sunni Muslims.

The brief conclusion suggests that the stronger argument is clearly against the statement.

SPaG is given 3 marks as high performance. Though spelling, punctuation and grammar are not perfect it fulfils the criteria for high performance.

Although there is evidence of developed reasoning on both sides of the argument the 'agree' argument does need to be strengthened in order to create a sustained chain of reasoning.

Question: 5 marks

SPaG: 3 marks

Total: 8 marks



Both arguments have evidential value.

This response is given Level 1, 1 mark. SPaG is given 0 marks.

*(d) "The Ten Obligatory Acts are the best guide to living the Muslim life."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(15)

An argument for is Allah wrote ~~this is~~ these obligatory acts therefore they must be as they are the word of God.



This response is included to illustrate the rare occasions when SPaG gains 0 marks. The response is simply too short to make the giving of marks for SPaG meaningful.

Nevertheless, the argument that the Ten Obligatory Acts are the word of God provides an isolated element of religion and belief that could be credited.



Write as much as you can in (d) questions.

Question 4 (a)

This question concerns the Muslim responses to non-religious beliefs that there is no evidence of an afterlife.

The question structure is more complex than that of many (a) questions but candidates had little difficulty suggesting meaningful responses based on Muslim beliefs.

Most candidates referenced the teachings of the Qur'an and the Prophet, with some considering the impact of a religious upbringing.

This response is included to represent the work of a candidate who gives brief correct responses. There is no need to prefix each response by repeating the question.

4 (a) Outline **three** reasons Muslims reject the idea that there is no evidence of an afterlife.

(3)

One reason is that life is a test - so we need to be rewarded.

Another reason is the sinners need to be punished.

A third reason is the Qur'an contains many references to it.



The candidate effectively uses Muslim teaching to suggest that:

- Since life is a test there must be a reward as a result (1)
- There must be a place of punishment for those who sin (1)
- The teaching of the Qur'an provides evidence of an afterlife (1)

Total: 3 marks



Be brief and to the point.

This response is given 2 marks.

- 4 (a) Outline **three** reasons Muslims reject the idea that there is no evidence of an afterlife.

(3)

One reason is, it is stated in the Quran.

Second reason is, it is stated by prophets.

Third reason is, the day of judgement.



ResultsPlus
Examiner Comments

The candidate gains marks for the fact that life after death is stated in the Qur'an and it is the teaching of the prophets.

The Day of Judgement, as an event that will happen after death, could be used to gain a mark. However, in this form it has not been used to answer the question so it is not credited.



ResultsPlus
Examiner Tip

Keep the question clearly in mind.

Question 4 (b)

This question concerned Muslim responses to issues in the natural world, in this case global warming was the issue under consideration.

It was possible to gain marks in this question both for beliefs and values such as Muslim's role as Khalifahs, and for more practical approaches such as Muslims should walk rather than drive to reduce emissions.

This response is awarded 4 marks because there are two developed reasons.

(b) Explain **two** Muslim responses to global warming.

(4)

One Muslim response to global warming is that ^{we} you shouldn't pollute the air as we have been "made khalifahs" on this earth". Therefore we should look after it.

Another Muslim response to global warming is that 'Allah created the heavens and the earth' therefore we shouldn't ruin his creation.



ResultsPlus
Examiner Comments

The candidate firstly considers Muslim's role as Khalifahs, this is linked to not polluting the air. They then suggest that since 'Allah created the heavens and the earth' (Surah 10:3) that humans should not destroy his creation. These are both scriptural, rather than practical, responses.

There is no benefit to be gained by stating the teachings as quotations.

Total: 4 marks



ResultsPlus
Examiner Tip

Key teachings can be used in many different ways.

This response is included as an example of more practical approach to global warming. This is awarded a single mark as a simple reason.

(b) Explain **two** Muslim responses to global warming.

(4)

I am a muslim and my response to Global warming is to cut down on factories and cars.



ResultsPlus
Examiner Comments

Although the candidate offers a simple response to global warming this is not linked to any Muslim teaching or developed in any way.

Total: 1 mark



ResultsPlus
Examiner Tip

Aim to develop your reasons.

Question 4 (c)

This question addressed how life is shown as special in the Qur'an.

Many candidates considered the Muslim teachings about suicide and murder whilst others suggested humans were uniquely made by Allah. Those who did well clearly understood the value placed on human life in the Qur'an and emphasised it throughout the response.

This response gains full marks because there are two developed reasons, with an appropriate source of authority.

(c) Explain **two** ways that life is shown as special in the Qur'an.

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

(5)

One way is that only Allah can control life. In the Quran it says "Allah is the giver and taker of life." This means life is sacred and should be preserved.

Another way is that ~~you~~ each person only has one life. This encourages Muslims to live a good life and treasure every moment.



ResultsPlus
Examiner Comments

The candidate points out that 'Allah is the giver and taker of life' (Surah 7:158), gaining the mark for a source of authority.

This is supported by a developed reason 'only Allah can control life. This means life is sacred and should be preserved.'

The second developed way offered is that humans only have one life. This encourages Muslims to live a good life and treasure every moment.

Total: 5 marks



ResultsPlus
Examiner Tip

Learn quotations.

(c) Explain **two** ways that life is shown as special in the Qur'an.

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

(5)

One way that life is shown as special in the suran is because in the qur'an, Allah swt has wrote that the world will be beautiful and when their litter around you must pick it up and throw it in the bin.

Second reason why its shown as special is because Allah swt has made your life like this.



ResultsPlus
Examiner Comments

The candidate initially suggests picking up litter as a way to show life is special. This is not linked to the question and is not credited.

One mark is given for the idea that Allah has made your life.

Total: 1 mark



ResultsPlus
Examiner Tip

Stick to the point.

Question 4 (d)

This question concerned the significance of Muslim teachings about life after death on the issue of euthanasia.

It required candidates to refer to relevant ethical arguments. This requirement was complicated by the question structure, which required candidates to consider whether or not euthanasia may be the most loving thing to do.

Many of the stronger responses considered the wider implications in terms of situation ethics and the need to judge each case on its merits. Some also considered the question from a utilitarian perspective and whether keeping someone alive using extreme measures was the best use of resources. These were often contrasted with Muslim teachings on the value of every individual life.

This response is included to illustrate the significance of effective use of a philosophical argument to enable the response to reach Level 3.

(d) "Euthanasia may be the most loving response to suffering." ^{Soul is not burdened more than it can bear} - Abd of Allah
- Test
- One correct

Evaluate this statement considering arguments for and against.

In your response you must:

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

Situation: Best thing to do
Virtue: makes you virtuous person.

(12)

Some Muslims may agree with the statement, as Allah doesn't wish a person to suffer. In the Quran it says a soul is not burdened more than it can bear.

This shows how Allah doesn't wish a person to suffer and wishes you to be well. Additionally, it follows the situation ethic, where you should do the most loving thing in the situation. This is important as it shows how Allah wishes us ease, and the Quran is the word of God so we should follow it. Additionally, it is the most loving thing a person can do as through situation ethic, as you prevent a person to suffer any more.

This is a ^{weak} strong argument, Muslim such as ~~Shi'ite~~ ~~Quranist~~ ~~and~~ ~~Sunni~~ will abide by Allah's command, but the use of the quote means to the practices of our sin should do and not the suffering. This is important, as it shows that a Muslim should not do the process of euthanasia as it is not permitted by Allah, and the Quran says that do not kill yourself. Showing us that Euthanasia is not most loving response a Muslim can do.

Some muslim may disagree with the ~~state~~ statement as suffering is part of Qadr of Allah, as well as the process of Euthanasia being haram. In the quran it says killing one person is like kill who human kind.

This is important as ~~it~~ it shows that ^{process} ~~process~~ of ~~utanas~~ euthanasia is not the most loving as the will be harsh punishment for a person to do, which ~~not~~ results to an ~~end~~ endless suffering for a person. This is significant as Allah commands as in the ~~quran~~ quran not to kill, showing that it is haram ad a sin. This is important as it is more loving for a person to bear the pain or overcome it for the sake of Allah, as it allows a person to be more aware and reflect on Allah, ad the Qadr of Allah, allowing the person to be rewarded with paradise.

^{is a strong argument,} as Allah ~~This is important,~~ ~~as in the quran~~ say in the quran that life ad death is a test. Showing how a person who is suffering is the process of a test by Allah, and overcoming it will ~~reward~~ Allah reward you with good deeds and heaven rather than hell.

In conclusion, Euthanasia is not the most loving response to ~~suffering~~ suffering, as the process of killing a person or committing suicide is haram in Islam, ~~is~~ resulting to a person to suffer more in the hell in comparison to pain. This shows how euthanasia is not the ^{most} loving response to suffering.

(Total for Question 4 = 24 marks)



The response is given Level 3, 7 marks.

The candidate provides a good analysis of the statement using developed chains of reasoning on both sides of the argument.

These are supported by good use of sources of authority and lead logically to a conclusion consistent with the arguments. There is a creditable attempt to judge the quality of the arguments offered.

The first of these suggests that this is not an appropriate use of the Qur'an, with quotations taken out of context. This is contrasted with the importance of suffering as part of the test of life.

This candidate makes a creditable attempt to show the dangers of taking a single ayah from the Qur'an or Hadith as evidence to support a fundamentally unislamic concept.

The importance of situation ethics is emphasised with the candidate concluding that it shows more love to allow someone to suffer than to end their life.

Level 3

Total: 7 marks



Use quotations wisely.

This response is included to illustrate the importance of developing reasons to achieve Level 2.

(d) "Euthanasia may be the most loving response to suffering."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(12)

~~Euthanasia is~~

I am for the argument that Euthanasia may be the most loving response to suffering.

This is since it helps ~~ends~~ painfully ends a person's life if it's what's best for them.

~~This argument~~ It also helps stop a person from receiving more pain than they already are. This argument however is too weak.

I am also against the argument that Euthanasia may be the most loving response to suffering. This is because Euthanasia violates the sanctity of life and

only Allah can give or take life. Life is seen as precious. This argument is ~~strong~~ weak as it refers to a religious belief/teaching.

In conclusion, the argument against Euthanasia is stronger as it is backed by a valid source of wisdom and authority.



The candidate suggests a simple reason to support the argument, and a number of simple reasons against the argument.

The candidate then concludes that the 'against' position is stronger because it is backed by religious teaching. Arguably there are teachings that could be used to justify euthanasia.

Level 1

Total: 3 marks



For, against and conclusion.

Paper Summary

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

- In (a) questions give short sentences or phrases
- There is no requirement to prefix answers with the question stem
- In (b) questions focus on clear points and clear development
- Read the question carefully. A belief is not the same as action
- For (c) questions learn quotations thoroughly
- Be careful when attributing quotations specifically to the Qur'an or Hadith. The wrong source of authority invalidates the mark
- In (d) questions focus on answering the question. Generic information is rarely useful unless it is clearly responding to the statement
- In (d) questions take note if additional material is requested, such as non-religious views or philosophical arguments
- In (d) questions analysis, judgement and an evaluative conclusion are key to the highest levels

Grade boundaries

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