

Examiners' Report

June 2025

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.

1RB0 1C consists of four sections: Muslim Beliefs, Marriage and the Family, Living the Muslim Life and Matters of Life and Death.

Question 1(a)

Candidates were assessed on Section One: Muslim Beliefs.

Bullet point 1.7 al-Qadr: the nature and importance of Predestination for Muslims; how al-Qadr and human freedom relates to the Day of Judgement, including reference to Sahih al-Bukhari 78:685; divergent understandings of predestination in Sunni and Shi'a Islam; the implications of belief in al-Qadr for Muslims today.

The question asked was:

'Outline **three** ways belief in predestination may affect the lives of Muslims today.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

GENERIC advice for centres to what constitutes a list.

Outline 3 characteristics of Allah:

Allah is creator (1 mark)

Allah is creator, judge and lawgiver (1 mark for list or sentence)

Allah is creator, busy and distant (1 mark for the sentence identifying one correct piece of information)

Creator, judge, lawgiver (1 mark for list)

Creator, busy, distant (0 Marks)

Candidates should write in three separate sentences: this ensures correct responses are credited fully and avoids losing marks for writing in list format.

Examiners are point-marking three points.

1 (a) Outline **three** ways belief in predestination may affect the lives of Muslims today.

(3)

One way is that it allows Muslims follow Allah's plan and have faith in him during tough times.

Another way is that it allows Muslims to stay strong during a trial as they believe it is a test.

Another way is that it ~~allows~~ makes Muslims to ^{In the community} do more good, as they believe that Allah is guiding them.



The candidate outlines three ways in sentences: 3 marks.

- Way One: 'have faith in him' (1)
- Way Two: 'stay strong' (1)
- Way Three: 'do more good' (1)

Candidates are encouraged to learn the difference between al Qadr and Akhirah. Responses referring to Akhirah were not credited, unless they were linked to the effects of predestination.

1 (a) Outline **three** ways belief in predestination may affect the lives of Muslims today.

(3)

One way belief in predestination affects a Muslim's life is they are reassured of Allah's fairness and merciful nature as they trust that he has a preordained fair life for them.

Another way is that a Muslim will be encouraged to live a good Muslim life as they believe predestination can affect Allah's will. ~~Also~~ A final way is Muslims can put their trust in Allah during times of need and struggle as they believe Allah has a plan for them to continue.



The candidate outlines three ways in sentences: 3 marks.

- Way One: 'reassured of Allah's fairness' (1)
- Way Two: 'encouraged to live a good Muslim life' (1)
- Way Three: 'put their trust in Allah' (1)

Question 1(b)

Candidates were assessed on Section One: Muslim Beliefs

Bullet point 1.4 Risalah: **the nature and importance of prophethood for Muslims**, including Surah 2:136; what the roles of prophets teach Muslims, exemplified in the lives of Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, and Muhammad.

The question asked was:

'Explain **two** Muslim beliefs about prophets.'

Development may be extra information, extra reasoning, quotes or examples. It must link to the point being made.

Examiners are point-marking four points.

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

(4)

One Muslim belief about prophets is that they provide an perfect example on how Muslims should live righteously, for example Muslims could follow the example of Prophet Ibrahim of being obedient to Allah.

Another Muslim belief about prophets is that some prophets recieved messages and scriptures from Allah through Angels, for example Prophet Muhammed recieved the Quran from Allah through Jibril.



The candidate receives 4 marks.

The candidate gives two developed beliefs.

Belief One

- 'perfect example' (1) this is developed by
- 'obedient to Allah' (1)

Belief Two

- 'received messages' (1) this is developed by
- 'received the Qur'an' (1)

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

(4)

One belief about prophets is that they were sent to guide Muslims. For example, to guide the Muslim ummah how to live a good Muslim life.

Another belief about prophets is that ~~they~~ there are no prophets around anymore. For example, the final prophet was prophet Muhammad (PBUH).



The candidate receives 4 marks.

The candidate gives two developed beliefs.

Belief One

- 'guide Muslims' (1) this is developed by 'good Muslim life' (1)

Belief Two

- 'no prophets around anymore' (1) this is developed by
- 'final prophet was prophet Muhammad' (1)

Question 1(c)

Candidates were assessed on Section One: Muslim Beliefs.

Bullet point 1.2 The Five Roots of 'Usul ad-Din in Shi'a Islam: Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah (Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection); **the nature, history and purpose of the Five Roots with reference to their Qur'anic basis**, including Surah 112 (the oneness of Allah); the importance of these principles for different Shi'a communities today, including Sevener and Twelver.

The question asked was:

'Explain **two** reasons Shi'a Muslims believe in the Five Roots of Usul ad-Din. In your answer you must refer to a source of wisdom and authority.'

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for four marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked. The reasons then should be supported with a 'reference to a source of wisdom', which must support the reason given and cannot be awarded twice. Therefore, if it is used as development, it does not gain a second mark for the source.

GENERIC advice for centres to what constitutes a source of wisdom

If the candidate stated that the source of wisdom was from the Qur'an and then paraphrased or quoted something else from Hadith, it was not credited.

If the candidate gave the paraphrase or quote (eg from hadith) and then put an incorrect source (Qur'an 2:18) in brackets it was awarded and the bracketed reference was ignored.

If a candidate quoted Muhammad and it was Ali or vice versa, and the quote was not accredited to them, it was not credited.

The candidate did not have to reference a quote or quote it word for word.

If a candidate gave the right source but the wrong chapter/verse within the correct source then the reference still gained the mark.

There are alternative interpretations of the hadith. Examiners use their judgement when searching for phrases and quotes and take into account that the Arabic can be interpreted differently by different sources. Candidates may use different Qur'an and hadith interpretations. Many candidates were not able to achieve full marks due to the lack of a source of wisdom.

References to sources of wisdom do not need to directly quote but can paraphrase.

Examiners are point-marking five points.

(c) Explain **two** reasons Shi'a Muslims believe in the Five Roots of Usul ad-Din.

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

(5)

One reason Shi'as believe in the Five Roots of Usul ad-Din is because it gives them guidance and whose leadership to follow. The root - Imamah teaches Shi'as that the descendants of prophet Muhammad are the true leaders of Islam. This gives them a leader who they can look up to and follow.

Another reason Shia Muslims believe in the Five Roots is because it ~~just~~ ~~shows~~ ~~about~~ ~~what~~ ~~it~~ ~~shows~~ shows them the ~~monotheistic~~ nature of Allah. Tawhid - which is God is perfectly one. This helps Muslims when praying as they can direct their prayers to one God and not get distracted. "No one is comparable to him" (Qur'an).



The candidate receives 5 marks.

The candidate gives one developed reason and another developed reason with reference to a source of wisdom

Reason One

- 'whos leadership to follow' (1) this is developed
- by 'true leaders of Islam' (1)

Reason Two

- 'monotheistic nature of Allah' (1) this is developed by
- 'God is perfectly one' (1) further developed by
- reference to a source of wisdom: Qur'an 'no one is comparable to him' (1)

Examiners use their judgement when searching for phrases and quotes and take into account that the Arabic can be interpreted slightly differently by different sources.

Candidates do not need to state the source of any quotes. If they give the wrong source, they will not receive the marks for the source of wisdom.

(c) Explain **two** reasons Shi'a Muslims believe in the Five Roots of Usul ad-Din.

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

(5)

One reason ~~the~~ Shi'a Muslims believe in the Five roots of Usul - ad - Din is that it gives them guidance in every day worship. The belief in Tawhid, the oneness of Allah, is expressed in the Qur'an: 'Say "He is Allah, (who is) One, Allah, the eternal refuge"' this shows Shi'a Muslims that in order to worship Allah properly they must respect that there is only one God, Allah.

Another reason ~~Muslims~~ Shi'a Muslims believe in the five roots is that it gives them comfort in their actions. One belief root, Adalat, or divine justice, comforts Muslims as it ~~also~~ helps to establish the fact that the god they worship will be fair to them in the afterlife and take all factors into consideration.



The candidate receives 5 marks.

The candidate gives one developed reason with reference to a source of wisdom and another developed reason.

Reason One

- 'guidance on every day worship' (1) developed by
- reference to a source of wisdom: Qur'an 'Say he is Allah ' (1) further developed by
- 'respect there is only one God' (1)

Reason Two

- 'comforts Muslims' (1) this is developed by
- 'will be fair to them' (1)

Question 1(d)

Candidates were assessed on Section One: Muslim Beliefs

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates were assessed on AO2, Analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the arguments (appraise, judge the value of the arguments to reach the higher levels).

Many candidates gave good answers, citing reasons for and against, referring to much knowledge but not considering the value of them or analysing/evaluating them. Formulas and writing frames restricted the flow of the arguments, limiting candidates' progression to the highest level.

Many centres have continued the use of writing frames to encourage appraisal, but many of the candidates did not appear to understand the demands of the skill required, resulting in many formulaic sentences added to what is often good knowledge reflecting AO1, not AO2.

Some candidates wrote 'This is a strong argument because...' and repeated the previous point or giving another point or reason referring to the statement, not the argument itself. In other examples, candidates wrote 'This is a weak argument because...' and gave generic statements such as, 'it's not in the Qur'an'.

The majority of answers did not address the reasons for the diversity within the beliefs of Islam. In some cases, candidates focussed on the strength/weakness of an argument but had not demonstrated any understanding of religion and belief.

Bullet point 1.5 Muslim holy books (Kutub) – **the nature, history, significance and purpose of Muslim holy books** with reference to: the Qur'an; the Tawrat (Torah), including Surah 5:43–48; the Zabur (Psalms), including Surah 4:163–171; the Injil (Gospel), including Surah 57:27; and the Sahifah (Scrolls). Divergent Muslim views about the importance of the holy books in their lives today.

The question asked was:

"All the holy books are equally important in Muslim life.."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(d) items are marked using a levels-based mark scheme and candidates are given a best-fit mark according to the levels descriptors.

There are 3 marks for spelling, punctuation and grammar on Q01(d:) SPaG

At times, candidates only state that this a strong/weak argument and then add a further argument/knowledge (this would still be Level 3).*

The validity of the argument/evidence base should be judged to achieve beyond Level 3.*

*(d) "All the holy books are equally important in Muslim life."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Many Muslims may agree with the statement that all holy books are equally important, because they were all created by Allah, the Supreme Being, and given to his different prophets. For example, the ~~Tamurat~~ Torah was given to Musa (Moses) and the Injil (Gospel) was given to Isa (Jesus). In the Qur'an, every ~~Muslim~~ prophet is equal and "we make no distinctions between any of them", therefore, as all prophets are equal, all their holy books are. Additionally, every holy book teaches Muslims different things about Islamic history, which affects a Muslim's life, and also about how they must live ~~of~~ their lives. This is a somewhat strong argument, as it references how every holy book as a specific purpose and affects each Muslim's life, however it fails to reference the Quran, that which is typically viewed as the most important ~~the~~ holy book.

~~Many~~ On the other hand, many Muslims may argue ~~that~~ against the statement, and ~~they~~ claim that the Qur'an is the most important holy book, and superior to all others. The Qur'an was given to Muhammed, the seal of the prophets, and the Qur'an was nothing less than a revelation that was sent to him", this language glorifies the Qur'an and presents it as a blessing from Allah to all humans as it contains the direct ~~the~~ words of Allah and guides Muslims on how to live their lives. Additionally, it is significant that the Qur'an was given to Muhammed, as he is often viewed to be the most important prophet due to his actions proving his ~~love~~ to God. The revelation of the Qur'an is even viewed to be so important that the day is celebrated by Muslims on the Night of Power. This suggests that the Qur'an is most important and ~~off~~ has the greatest impact on a Muslim's life. This is a strong argument, as it references how the Qur'an is considered to be superior to the holy books as its revelation is even celebrated.

In conclusion, the Qur'an is ~~a~~ I disagree with the statement as the Qur'an has a more impactful effect on a Muslim's life.

(Total for Question 1 = 27 marks)



The candidate gains Level 3, 9 marks.

The candidate gives two sides of the argument and refers to different Muslim views, showing sound knowledge of diversity of beliefs.

In the first paragraph they present a sustained argument in a chain of reasoning about the importance all of the holy books. There is an attempt at appraisal. However, any appraisal that merely refers to further arguments and knowledge achieves Level 3.

The candidate then goes on to present a sustained analysis against the statement, referring to the superiority of the Qur'an. The understanding of Islamic beliefs is sound, with developed chains of reasoning so the response moves up to the highest mark of Level 3.

To gain a higher mark the candidate would have needed to:

- Include more depth in explanations
- Appraise the evidence
- Include more judgements

SPaG – The candidate was awarded 3 marks because:

- Candidate spells and punctuates generally with accuracy.
- Candidate uses rules of grammar with effective control of meaning overall.
- Candidate uses a wide range of specialist terms as appropriate.

The odd mistake is acceptable for 3 marks.

Appraisal would have to be more than simple statements in this case, to achieve further marks in this level.

One example could be that appraisal could be further supported or countered.

*(d) "All the holy books are equally important in Muslim life."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Some Muslims would agree that all the holy books are equally important as in the 6 beliefs of Islam, the diversity of Kutub is mentioned. For example the Qur'an teaches that the "Taurat was revealed with guidance and light". This quote talks about the Jewish holy book, the Torah and describes it as a source of guidance. Meaning not only the Qur'an is a source of guidance but so is the Taurat. However this is a weak argument as some Muslims could argue that the Qur'an is the most important Kutub as it is believed to be infallible and unchanged as like other holy books have been, the Qur'an hasn't been translated. However this is also a weak argument as some could argue that maybe it hasn't been changed but that means it is outdated, for example it teaches the "Allah created the heavens and Earth in 6 days." and not matter how omnipotent God is this is unbelievable, so perhaps days had different meaning.

To summarise even though the Qur'an is known to be infallible this also may mean its outdated so other holy books are equally important in providing guidance.

On the other hand some Muslims believe that not all the holy books are equally important in Muslim life as the Qur'an is known to be the perfect unchanged word of Allah. For example in the Qur'an it says that it was "the greatest sign of the Lord." The word "greatest" implies it is the best and more significant making it not equal to other holy books. However this is a weak argument as the Hadith also teaches that it is disrespectful to be unaware of other books as it says "are you not acquainted with the book of Moses?." This shows how not including other books in the Muslim life can appear a shock.

In conclusion most Muslims believe that all holy books are equally important even though the Qur'an is God's perfect word it is also slightly outdated with certain phrases, and other holy books are seen as guiding and important as the Qur'an.



The candidate gains Level 4, 10 marks.

- The candidate gives two sides of the argument and refers to different Muslim views, showing thorough knowledge of diversity of beliefs.

In the first part, they present a supporting argument about the importance of all holy books. The candidate offers an argument against, presented as appraisal using the sentence 'this is a weak argument'. This however, is simply presenting an argument opposing the statement rather than appraising the previous point.

The candidate then does go on to critique the point made about the unchanged nature of the Qur'an, stating that this would mean it could be outdated. This direct critique of the previous point is an example of appraisal.

On page 2 the candidate offers an opposing argument about the importance of the Qur'an. In this response, the candidate shows sound knowledge that is then appraised in a basic way.

The appraisal is not merely adding another argument (which would mean the response would be Level 3) but is directly judging the previous argument. The appraisal directly refutes the evidence presented in the previous argument showing why the argument is not valid. However, this is basic so achieves the lowest mark in Level 4.

To gain a higher mark the candidate would have needed to:

- Include further judgement of evidence
- Develop the appraisal further

SPaG – The candidate was awarded 3 marks because:

- The candidate spells and punctuates generally with accuracy.
- The candidate uses rules of grammar with effective control of meaning overall.
- The candidate uses a wide range of specialist terms as appropriate.

The odd mistake is acceptable for 3 marks.

Question 2(a)

Candidates were assessed on Section Two: Marriage and the Family.

Bullet point 2.6 Muslim teaching about divorce: **divergent Muslim beliefs, teachings and attitudes towards divorce** and remarriage, including Surah 2:226–241 and the different rules for performing a divorce in Shi'a and Sunni Islam; different non-religious (including atheist and Humanist) attitudes to divorce and remarriage, including the application of ethical theories, such as situation ethics, and Muslim responses to them

The question asked was:

'Outline **three** reasons why a Muslim might accept divorce.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

No further detail or development is needed, however, candidates must write in full sentences to achieve full marks.

2 (a) Outline three reasons why a Muslim might accept divorce.

(3)

A reason a Muslim may accept a divorce is apostasy.
A second reason a muslim may accept a divorce is adultery.
A third reason a muslim may accept a divorce is abuse.



The candidate outlines three reasons in sentences: 3 marks.

- Way One: 'apostacy' (1)
- Way Two: 'adultery' (1)
- Way Three: 'abuse' (1)

2 (a) Outline **three** reasons why a Muslim might accept divorce.

(3)

one reason is abuse in the marriage.
another reason is that their partner is leaving Islam.
another reason is that their partner was unfaithful / cheating.



The candidate outlines three reasons in sentences: 3 marks.

- Way One: 'abuse' (1)
- Way Two: 'leaving Islam' (1)
- Way Three 'unfaithful' (1)

Question 2(b)

Candidates were assessed on Section Two: Marriage and the Family.

Bullet point 2.8 Muslim teachings about gender prejudice and discrimination: Muslim attitudes to gender prejudice and discrimination, including Surah 33:35; **examples of gender equality in action in Islam.**

The question asked was: 'Explain **two** ways Islam supports gender equality.'

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples.

The development must be of the reason given and to the question asked.

No further explanation is needed. Candidates do not need to write at length in (b) questions. A simple development can achieve the marks.

(b) Explain **two** ways Islam supports gender equality.

(4)

One way is that Islam acknowledges that both men and women are both rewarded the same for their good deeds. This means they are equal in the eyes of Allah.

~~Para~~ Another way is that both men and women have an equal responsibility to raise a child so although some of their roles might be different their purpose is the same in the family.



The candidate gives two developed ways, 4 marks

Way One

- 'rewarded the same' (1) this is developed by
- 'equal in the eyes of Allah' (1)

Way Two

- 'equal responsibility' (1) this is developed by
- 'purpose is the same' (1)

(b) Explain **two** ways Islam supports gender equality.

(4)

In Islam women are permitted to have their own financial stream of income (are allowed to work). This supports gender equality as it doesn't ^{limit} ~~define~~ women to one role. Another way is through stopping the killing of infant girls. When prophet Muhammad came along infanticide was rampant and by stopping forbidding the murder of young girls simply because of their gender the prophet ~~was~~ was establishing the fact that all people are equal in the eyes of Allah.



The candidate gives two developed ways, 4 marks.

Way One

- 'allowed to work' (1) this is developed by
- 'limit women to one role' (1)

Way Two

- 'killing of infant girls' (1) this is developed by 'equal in the eyes of Allah' (1)

Question 2(c)

Candidates were assessed on Section Two: Marriage and the Family.

Bullet point 2.4 Support for the family in the ummah: how and **why the community tries to support families**, including through worship, rites of passage, classes for parents, groups for children and counselling; divergent understandings of the importance of this support for Muslims today and how it might strengthen the ummah, with reference to Surah 3:102–105.

The question asked was: 'Explain two reasons the ummah works to support families.'

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

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for four marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples. The development must be of the reason given and to the question asked. The reasons then should be supported with a 'reference to a source of wisdom' which must support the reason given and cannot be awarded twice. Therefore, if it is used as development, it does not gain a second mark for the source.

There are alternative interpretations of the 'cable' in different Qur'an interpretations. Examiners would use their judgement when searching for phrases and quotes and take into account that the Arabic can be interpreted slightly differently by different sources.

Marks for the example of counselling are given as a development for the reason. If the candidate had not given a reason then the example could not achieve any marks, because the question is asking for reasons.

(c) Explain **two** reasons the ummah works to support families.

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

(5)

One reason the ummah works to support family is because the family is the foundation of Muslim faith. Children first learn the basics of Islam at home with their families and if they can't then it's bad ~~and~~ immoral, therefore requiring support.

Another reason the ummah works to support family is because the ~~Quran teaches that~~ in Islam it teaches families to stick together. This is shown in the quote 'hold tight to the cable of Allah and do not separate'. The Ummah provides counselling to make sure this doesn't happen.

'hold tight to the cable of Allah and do not separate,'



The candidate receives 5 marks.

The candidate gives one developed reason and another developed reason with reference to a source of wisdom.

Reason One

- 'foundation of Muslim faith' (1) developed by
- 'learn the basics of Islam at home' (1)

The reference to a source of wisdom was found to be accurate after using a search engine.

Reason Two

- 'stick together' (1) this is developed by
- reference to a source of wisdom: Qur'an 'hold tight' (1)
- further developed by 'provides counselling' (1)

(c) Explain **two** reasons the ummah works to support families.

Muslims

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

(5)

One reason the ummah works to support families is to bring unity between Muslims. This is because Allah says 'Believing men and believing women are allies to each other'. Allah says that if Muslims want to become true believers, they must unite and support each other.

Another reason the ummah works to support families is to earn Jannah. This is because Allah commands to ~~amend~~ amend relationships and to assist people, and Allah rewards fulfilling his commands with Jannah.



The candidate receives 5 marks.

The candidate gives one developed reason with reference to a source of wisdom and another developed reason.

Reason One

- 'unity between Muslims' (1) this is developed by
- reference to a source of wisdom: Qur'an 'allies to each other' (1) further developed by
- 'true believers, they must unite' (1)

Reason Two

- 'earn Jannah' (1) this is developed by
- 'amend relationships' (1)

Question 2(d)

Candidates were assessed on Section Two. Marriage and the Family.

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are being assessed on AO2 Analyse and evaluate aspects of religion and belief.

This constitutes 50% of the overall mark. The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the arguments (appraise the arguments to gain the higher grades).

Many candidates gave answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the highest level. A significant number did not understand the term 'family planning' so centres are encouraged to go over specialist terminology.

(d) items are marked using a levels-based mark scheme and candidates are given a best-fit mark according to the levels descriptors.

Bullet point 2.5 Muslim teaching on contraception: divergent Muslim teachings and attitudes about contraception and family planning, including reference to Sahih al-Bukhari 34:432, and 62:136; **different non-religious (including atheist and Humanist) attitudes to family planning and the application of ethical theories, such as situation ethics, and Muslim responses to them.**

The question asked was:

"There is no need for family planning.."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(d) "There is no need for family planning."

Evaluate this statement considering arguments for and against.

In your response you must:

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

→ can't be planned
as destiny is decided

→ decide +

→ Allah plan all life

→ Allows the family to
make preparations

✓ can become emotionally
stressful (12)

I agree with this statement.
~~I agree with this statement.~~ Muslims may
~~may or argue~~ believe that there is no need
for family planning as Allah ~~is~~ controls
matters of life and death. This means if Allah
intends for a couple to have a child, Allah
will grant them a child. Also, it shows how
pregnancy ~~isn't able to be planned~~ can not be planned
as Allah decides ~~when~~ when the person can
have a baby. Allah is the best of planners,
~~can be said in the~~ ^{mentioned} explained in the Quran, showing
that ~~in having~~ planning for a child is ^{not needed} ~~not needed~~.
x However, ~~none~~ muslims may ~~to~~ argue
that family planning helps them to take
the right preparations to be ready for the baby.
It also allows a sense of calmness as they have
an indication of how long it may take for
the child to come. Allowing them to plan their
lives appropriately. However, muslims may
argue that ~~a person's~~ ~~persons~~ ~~de~~ ~~p~~
everyone's destiny is already written so there

is ~~not~~ no point for family planning as it is already written in their ~~book~~ of book of their life, when they are going to have children and when they are going to get pregnant.

^{It is} ~~is~~ already pre-decided, showing that family planning serves no benefit. However, non muslims may also agree as family planning causes an uprise in emotional stress. As couples, who want to parent are constantly ~~go~~ going through the burden of stress to try plan when and ~~also to keep try~~ when to try. It also causes pressure on the ~~at~~ woman's emotions as it causes her to anticipate her baby every day. ~~causing~~ and this persistent ~~was~~ stress can cause ~~harm~~ harm to ~~the women~~ the women more.

In conclusion, family planning is not needed as life is already determined before you were even born. ~~As~~ and thus family planning just causes an extra burden than a benefit.



The candidate gains Level Three, 9 marks.

The candidate gives two sides of the argument and refers to different Muslim views, showing sound knowledge of diversity of beliefs.

In the first paragraph they present an argument with a developed chain of reasoning about why Muslims should rely on Allah and not on family planning.

The candidate then goes on to present further arguments for and against, including non-religious points of view, showing sound knowledge. To gain a higher mark the candidate would have needed to:

- Include more depth in explanations.
- Appraise the evidence and include more judgements.

There is no attempt at appraisal. However, any appraisal that merely refers to further arguments and knowledge would also achieve Level 3.

At times, candidates only state that this a strong/weak argument and then added a further argument/knowledge (this would still be Level 3).

(d) "There is no need for family planning."

→ Contraception.

Evaluate this statement considering arguments for and against.

In your response you must:

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

→ Burdensome
(emotional/
physical).

It is He ^{who} gives life and causes death. - Qadr / Predestination (12)

On one hand, Muslims ~~may~~ most likely would agree with the statement above as family planning is a form of contraception, which can be viewed as the prevention of new life. ~~The~~ The Quran states 'It is He who gives life and causes death'. This shows Allah is in control of life and death and ~~the~~ family planning can be seen as interfering with Allah's will and predestination, which is Islamically frowned upon. Additionally, human life is sacred and the idea of new life should be welcomed with gratitude, rather than be seen as a burden and therefore, prevented as life is a great blessing from Allah. ~~However~~ On the other hand, some Muslims may disagree with the statement and acknowledge the fact that for some women, pregnancy can be ~~seen as~~ a very difficult experience especially after a traumatic pregnancy experience or due to severe health issues. In this case, family planning may be seen as beneficial as it prevents hardship.

for a mother and 'Allah does not burden a soul with more than it can bear. However, other Muslims may counter this argument and say that ~~the~~ 'Verily with hardship comes ease'. This Quranic teaching suggests that if Allah wills for something to happen, He can ease a burden for someone and turn extreme difficulty into something so easy and blessed.

On the other hand, Non-religious people would strongly disagree with the statement as there are some people who would suffer more than benefit from being a mother. As well as health complications, Non-religious people may also consider emotional trauma from a previous pregnancy or the feeling of not being prepared to be a mother. They may feel that people ~~don't~~ ^{should be able} ~~have~~ to feel like they cannot enjoy intercourse with their partner, without the fear of an unexpected, dreaded pregnancy scare. Furthermore, like Muslims, they may consider the future life of the child who may feel unwanted or emotionally neglected and all people have empathy towards innocent children as no child deserves to feel as if they're unloved by their parents.

NP: In conclusion, I feel that ~~a~~ family planning isn't necessarily bad but should only be used in serious scenarios, such as when a pregnancy would pose as a risk to a woman's life. ~~all do think life is a blessing~~ (Total for Question 2 = 24 marks)
blessing from the omnibenevolent creator that should be appreciated.



The candidate gains Level Four, 10 marks.

The candidate gives two sides of the argument and refers to different Muslim views as well as non-religious points of view, showing thorough knowledge of diversity of beliefs.

In the first part they present Muslim views on family planning from both perspectives. They show sound knowledge that is then appraised in a basic way by refuting the previous point.

The argument that family planning could be a way of easing their burden is countered by arguing that Allah gives ease with hardship so family planning is not necessary.

The appraisal is not merely adding another argument (which would mean the response would be Level 3) but is directly judging/countering the previous argument.

On page 2 the candidate offers a further opposing argument from the non-religious perspective about the value of family planning. The appraisal presented directly refutes the evidence presented in the previous argument showing why the argument is not valid. However, this is basic so achieves the lowest mark in Level 4.

To gain a higher mark the candidate would have needed to:

- Include further judgement of evidence.
- Develop the appraisal further.

Question 3(a)

Candidates were assessed on Section Three: Living the Muslim Life

Bullet point 3.4 Sawm as one of the Five Pillars: **the nature, role, significance and purpose of fasting** during Ramadan, including Surah 2:183–185; those who are excused from fasting and why. The significance of the Night of Power: the nature, history and purpose of the Night of Power; why Laylat al-Qadr is important for Muslims today

The question asked was: 'Outline **three** roles of Sawm in a Muslim's life.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

3 (a) Outline **three** roles of Sawm in a Muslim's life.

(3)

one role is you feel how poor people live

Second role is you appreciate what you have
for example food and clean water

Third role is it bring the ummah together



The candidate outlines three roles in sentences: 3 marks.

- Role One: 'how poor people live' (1)
- Role Two: 'appreciate what you have' (1)
- Role Three: 'bring the Ummah together' (1)

3 (a) Outline **three** roles of Sawm in a Muslim's life.

100%

(3)

- One role of Sawm for Muslims, is to allow them to feel closer to God ~~but~~ while fasting as it follows his teachings.
- Another role of Sawm for Muslims, is to allow them to feel what the less fortunate feel often when they can't afford food.
- Another role of Sawm for Muslims, is to make them feel grateful for what they have and for what God has given them as others may not have the same.



The candidate outlines three roles in sentences: 3 marks.

- Role One: 'closer to God' (1)
- Role Two: 'what the less fortunate feel' (1)
- Role Three: 'feel grateful' (1)

Question 3(b)

Candidates were assessed on Section Three: Living the Muslim Life

Bullet point 3.6 Hajj as one of the Five Pillars: the nature, role, origins and significance of Hajj, including Surah 2:124-130 and 22:25-30; how Hajj is performed and **why Hajj is important for Muslims**; benefits and challenges of performing Hajj for Muslims.

The question asked was:

'Explain **two** reasons why all Muslims try to attend Hajj.'

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples.

The development must be of the reason given and to the question asked.

(b) Explain **two** reasons why all Muslims try to attend Hajj.

(4)

Because it is one of the five pillars and
it is said in the Qur'an to attend
Hajj at least one time in their life. Muslim
follow Allah's will that is written in Qur'an to
go to paradise after death.

Another reason is that they believe it will
strengthen their faith. As they witness
a place that was home to the
prophets Muhammad, Ibrahim that they admire
and respect. They will.



The candidate gives two developed reasons: 4 marks.

Reason One

- 'one of the five pillars' (1) this is developed by
- 'said in the Qur'an' (1)

Reason Two

- 'strengthen their faith' (1) this is developed by
- 'witness a place' (1)

(b) Explain **two** reasons why all Muslims try to attend Hajj.

(4)
One reason is because for Sunni Muslims it's in the five pillars of Islam and for Shia Muslims it's in the ten obligatory acts. ~~And~~ All Muslims should attend Hajj as it's the home of Allah which will bring you closer to him.

Another reason is because Hajj is where key moments in Islam history took place. When attending Hajj it brings you closer to your deen and Allah which helps bring the foundations of Islam to life.



The candidate gives two developed reasons: 4 marks.

Reason One

- 'home of Allah' (1) this is developed by
- 'closer to him' (1)

Reason Two

- 'history took place' (1) this is developed by
- 'foundations of Islam to life' (1)

Question 3(c)

Candidates were assessed on Section Three: Living the Muslim Life

Bullet point 3.3 Salah as one of the Five Pillars, including reference to Surah 15:98–99 and 29:45: the nature, history, significance and **purpose of Salah** for Sunni and Shi’a Muslims, including different ways of understanding them; how Salah is performed, including ablution, times, directions, movements and recitations, in the home and mosque and Jummah prayer.

The question asked was:

‘Explain **two** purposes of Salah for Muslims. In your answer you must refer to a source of wisdom and authority.’

Candidates are asked to ‘Explain two’ on (c) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples.

The development must be of the reason given and to the question asked. The reasons then should be supported with a ‘reference to a source of wisdom’, this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

(c) Explain **two** purposes of Salah for Muslims.

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

(5)

One purpose of salah is to ~~get~~ attain heaven in the afterlife. The Quran states "prayer is obligatory for the believers", therefore Muslims must pray or else they will be punished in the afterlife.

Another purpose of ~~prayer~~ ^{salah} is to ask for forgiveness. After completing salah, Muslims can ask God for ~~that~~ ^{themselves} a good future or to forgive them for their past sin. Muslims feel close to God whilst praying, so they believe he will ~~great~~ answer their prayers.



The candidate gives one developed purpose with reference to a source of wisdom and another developed purpose: 5 marks.

Purpose One

- 'attain heaven' (1) this is developed by
- reference to a source of wisdom: Qur'an 'obligatory for the believer' (1) further developed by
- 'punished in the afterlife' (1)

Purpose Two

- 'ask for forgiveness' (1) this is developed by
- 'a good future' (1)

(c) Explain **two** purposes of Salah for Muslims.

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

(5)

One purpose of Salah is to prevent Muslims from committing any sins. ~~That~~ The quote in the Quran 'Prayer is obligatory' and that it is 'at prescribed times' shows that because they pray continuously and ~~many~~ ^{many} times a day, it allows them to keep their mind on Allah and therefore stops them from committing sins.

Another ~~purpose~~ ^{purpose} is to keep a close connection to Allah as it was encouraged by Prophet Muhammad. The fact that he encouraged it means that it is good and therefore all Muslims should do it to keep them close with Allah and ~~potentially~~ Salah will get them to Jannah.



The candidate gives one developed purpose with reference to a source of wisdom and another developed purpose: 5 marks.

Purpose One

- 'prevent from committing any sins' (1) this is developed by
- reference to a source of wisdom: Qur'an 'prescribed times' (1) further developed by
- 'keep their mind on Allah' (1)

Purpose Two

- 'connection to Allah' (1) this is developed by
- 'get them to Jannah' (1)

Question 3(d)

Candidates were assessed on Section Three: Living the Muslim Life

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are being assessed on AO2 Analyse and evaluate aspects of religion and belief.

This constitutes 50% of the overall mark. The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the arguments (appraise the arguments to gain the higher grades).

Many candidates gave answers giving sound knowledge for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the highest level.

(d) items are marked using a levels-based mark scheme and candidates are given a best-fit mark according to the levels descriptors.

Bullet point 3.2 Shahadah as one of the Five Pillars: the nature, *role and significance of Shahadah*for Sunni and Shi'a Muslims, including reference to Surah 3:17–21; why reciting Shahadah is important for Muslims, and its place in Muslim practice today.

The question asked was:

"Shahadah is the most important Pillar of Islam."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

There are 3 marks for spelling, punctuation and grammar on 3(d).

* (d) "Shahadah is the most important Pillar of Islam."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

for	against
said in babies ear and death outlines the religion	salah - do every day

(15)

Some muslims would agree with this statement because they would say that it outlines the religion because it says "allah is the one god and Mohammad is his messenger" which is the main part of the religion. The fact it is also the first thing a baby hears and the last thing said before they die proves its importance because it is said at key moments in a muslims life and helps them pass on to the afterlife. This is a weak argument because if Allah wants each pillar treated with the most importance and the shahadah does not determine how the person has lived as they themselves do not say it, this means the shahadah doesn't make them a good muslim, it is just the beginning and end but it is what they do in the middle which is important to

Allah.

Some muslims would disagree with this statement and argue the other pillars such as salah and zakah are more important because they show they are being a good muslim because they pray 5 times a day and give 2.5% of their wealth to the poor. This will please Allah more because it is showing their devotion to him and ~~th~~ to his creation. This is a valid argument because it means they are more likely to achieve paradise if they perform these things as it shows they were committed to Allah their whole lives.

In conclusion I disagree with the statement because Allah created all the pillars for a reason and the other pillars actually have more significance in a muslims everyday life.



The candidate gains Level Four, 10 marks.

The candidate gives two sides of the argument and refers to different Muslim views, showing thorough knowledge of diversity of beliefs.

In the first part they present a supporting argument about the important role of the Shahadah, for example at birth.

They show sound knowledge that is then appraised in a basic way, by arguing that they did not say the Shahadah themselves at birth and what matters more is how they actually live their lives. The appraisal is not merely adding another argument (which would mean the response would be Level 3) but is directly judging the previous argument.

On page 2, the candidate offers an opposing argument about the important role of Zakah. The appraisal on page 1 directly refutes the evidence presented in the previous argument showing why the argument is not valid. However, this is basic so achieves the lowest mark in Level 4.

To gain a higher mark the candidate would have needed to:

- Include further judgement of evidence
- Develop the appraisal further

SPaG – The candidate is awarded 3 marks because:

- The candidate spells and punctuates generally with accuracy.
- The candidate uses rules of grammar with effective control of meaning overall.
- The candidate uses a wide range of specialist terms as appropriate.

The odd mistake is acceptable for 3 marks.

* (d) "Shahadah is the most important Pillar of Islam."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

Monothestic
Muhammad
Declaration of
Faith

2nd
Different for
Shias

(15)

Shahadah is the Muslim declaration of faith "I believe in one God Allah and Muhammad is his messenger". Some Muslims believe it is the most important Pillar of Islam as it declares the two most important beliefs. This teaches Muslims that God is one and Monothestic and Muhammad brought his guidance. Furthermore, as it is a pillar of Islam this makes it a core belief that all Muslims follow. This is a weak argument because the Shahadah is slightly different for the Shia denomination - they also include Ali is his successor. Therefore this is weak as not all Muslims follow the same core belief. This can be challenged by the fact that the Shahadah can be the most important Pillar of Islam to both Sunnis and Shias regardless of the difference. Therefore the stronger argument is the agree because the Shahadah is important to all Muslims as it is their declaration of what they believe and gives them guidance as they should follow the teachings of Allah and Prophet Muhammad.

Some Muslims may argue that Zakat is the ~~most~~ most important Pillar of Islam. Zakat means purification of wealth and is an annual 2.5% of a Muslim's salary towards charity and the ummah. That is why some Muslims believe Zakat is the most important pillar as it actively supports community and helps to aid crisis. For example zakah can help to build mosques and Arabic schools - or to send supplies to a warzone or natural disaster survivors. This is a strong argument as zakah is Muslims doing good deeds and ~~benefiting~~ benefiting the ummah which is the core focus of Islam. This can be challenged by the argument that Zakat is more of a tax than a charitable donation so is not valuable. This is a weak argument however as some Muslims give Sadaqah which is voluntary charity and you only have to pay if you meet Nisab - minimum amount of wealth. Therefore ~~some~~ Some Muslims would argue Zakat is the most important Pillar as it actively makes change and helps people around the world.

In conclusion it is stronger to argue that Zakah is the most important Pillar of Islam whilst the shahadah is important to Muslims as it gives them guidance - zakah helps to purify them and do a good deed by helping others.



The candidate gains Level 4, 10 marks.

The candidate gives two sides of the argument and refers to different Muslim views, showing good knowledge of diversity of beliefs.

In the first part, they present a developed supporting argument about the importance of the Shahadah. The candidate offers an attempt at appraisal by stating that the Shi'a Shahadah is different, but this is not successful here because it is merely adding a different argument against the statement.

However the candidate then offers a rebuttal of this argument. The appraisal here is not merely adding another argument (which would mean the response would be Level 3) but is judging the previous argument directly, by stating that the difference in the Shahadah does not take away from the fact that it is important to both denominations.

On page 2 the candidate offers an opposing argument about the importance of Zakah as a pillar. They show sound knowledge that is then appraised in a basic way. The appraisal is basic so achieves the lowest mark in Level 4.

To gain a higher mark the candidate would have needed to:

- Include further judgement of evidence.
- Develop the appraisal further.

SPaG – The candidate receives 3 marks because:

- The candidate spells and punctuates generally with accuracy.
- The candidate uses rules of grammar with effective control of meaning overall.
- The candidate uses a wide range of specialist terms as appropriate.

The odd mistake is acceptable for 3 marks.

Question 4(a)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.2 Muslim teachings about the sanctity of life: **Muslim teachings about why human life is holy**; how life is shown as special in the Qur'an, including Surah 5:32 and 4:29; Muslim teachings on the sanctity of life; divergent understandings of the importance of sanctity of life for Muslims today.

The question asked was:

'Outline **three** Muslim teachings that show human life is holy.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

4 (a) Outline three Muslim teachings that show human life is holy.

(3)

muslim
one teaching that shows human life is holy is that
committing suicide is forbidden.
Another muslim teaching that shows human life is holy
is self harm is forbidden.
Another muslim teaching that shows life is holy is
that Allah chose to ~~make you~~ create you.



The candidate outlines three teachings in sentences: 3 marks.

- Teaching One: 'suicide is forbidden' (1)
- Teaching Two: 'self harm is forbidden' (1)
- Teaching Three: 'Allah chose to create you' (1)

4 (a) Outline **three** Muslim teachings that show human life is holy.

(3)

If you kill a life it's as if you killed all
of mankind

If you saved a life it's as if you saved
all of ~~mankind~~ mankind

suicide is directly forbidden symbolising the
sanctity of life.



The candidate outlines three teachings in sentences: 3 marks.

- Teaching One: 'killed all of mankind' (1)
- Teaching Two: 'saved all of mankind' (1)
- Teaching Three: 'suicide is directly forbidden' (1)

Question 4(b)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.4 Implications of the Muslim teachings about the value and sanctity of life for the issue of abortion: **divergent Muslim teachings about the nature and use of abortion**, including reference to ensoulment and Sahih al-Bukhari 55:549; non-religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics, and Muslim responses to them.

The question asked was:

'Explain **two** reasons why some Muslims may allow an abortion.'

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples.

The development must be of the reason given and to the question asked.

(b) Explain **two** reasons why some Muslims may allow an abortion.

(4)

One reason some Muslims may allow abortion is if ~~the~~ ^{the} ~~not~~ having the child is a ~~free~~ threat to the mother's life, then it is best to save her.

A second reason some Muslims may allow abortion is if the child will not survive the birth, they may think that it is not reasonable for the mother to endure the pain.



The candidate gives two developed reasons: 4 marks.

Reason One

- 'threat to the mother's life' (1) this is developed by
- 'best to save her' (1)

Reason Two

- 'child will not survive' (1) this is developed by
- 'not reasonable' (1)

(b) Explain **two** reasons why some Muslims may allow an abortion.

(4)

One reason may be because of rape which is not allowed since the sexual interaction wasn't ~~consensual~~ consensual or of age to have a baby. Second reason is if the baby being ~~born~~ born is killing the mother since the mum is more important in Islam.



The candidate gives two developed reasons: 4 marks.

Reason One

- 'rape' (1) this is developed by
- 'wasn't consensual' (1)

Reason Two

- 'killing the mother' (1) this is developed by
- 'mum is more important' (1)

Question 4(c)

Candidates were assessed on Section Four : Matters of Life and Death

Bullet point 4.1 Muslim teachings about origins and value of the universe: scientific explanations for the origins of the universe and Muslim responses to them, including Surah 67:1–5, and the compatibility of the Qur'an and science; **divergent Muslim teachings about the value of the universe in Islam** and the possible view that the universe is to be used as a commodity.

The question asked was:

'Explain **two** reasons why Muslims value the universe'.

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

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quote or examples.

The development must be of the reason given and to the question asked. The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

(c) Explain **two** reasons why Muslims value the universe.

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

(5)

One reason is because Allah created it and therefore it is a gift from him. Islam teaches 'the heavens and the Earth used to be joined together and Allah ripped them apart'. This shows that Allah is the creator of the universe and it is wrong to destroy his creation.

Another reason is because Allah made us Khalifahs of the Earth. This means that Muslims should maintain the health of the Earth so that when it is returned to Allah, it is in as good or better condition than we received it in.



The candidate gives one developed reason with reference to a source of wisdom and another developed reason: 5 marks.

Reason One

- 'Allah created it' (1) this is developed by
- 'a gift from him' (1) further developed by
- reference to a source of wisdom: Qur'an 'the heavens and the Earth' (1)

Reason Two

- 'made us khalifahs' (1) this is developed by
- 'maintain the health of the Earth' (1)

(c) Explain **two** reasons why Muslims value the universe.

→ Khalifs

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

(5)

One reason why Muslims value the universe is that it is a creation of Allah, and Allah says 'which of your lords blessings do you deny' showing that all of Allahs creations are a blessing and we should be grateful for these blessings

Another reason why Muslims value the universe is because Muslims believe that they are Khalifs and have an responsibility to care for and protect all of Allahs creations



The candidate gives one developed reason with reference to a source of wisdom and another developed reason: 5 marks.

Reason One

- 'creation of Allah' (1) developed by
- reference to a source of wisdom: Qur'an 'which of your lord's blessings' (1) further developed by
- 'should be grateful' (1)

Reason Two

- 'khalifs' (1) this is developed by
- 'responsibility to care' (1)

Question 4(d)

Candidates were assessed on Section Four: Matters of Life and Death

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are being assessed on AO2 Analyse and evaluate aspects of religion and belief.

This constitutes 50% of the overall mark. The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the arguments (appraise the arguments to gain the higher grades).

There were some good answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting students' progression to the highest level.

(d) items are marked using a levels-based mark scheme and candidates are given a best-fit mark according to the levels descriptors.

Bullet point 4.6 **Muslim responses to non-religious arguments against life after death**, including Surah 45:22–37: why Muslims reject arguments against belief in life after death, including as a source of comfort, lack of evidence, fraudulent accounts, social control.

The question asked was:

"Life after death must be real."

Evaluate this statement considering arguments for and against.

In your response you must:

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

Appraisal would have to be more than simple statements, as it is in this case, to achieve further marks in this level.

One example could be that appraisal could be further supported or countered.

(d) "Life after death must be real."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(12)

Some muslims may agree with this statement as they believe life is temporary & a test from god. In the quran it says 'every soul shall taste the fruit of its deeds' which tells us there must be some sort of life after death for us to be held accountable. This means that muslims would believe in a life after death & do everything possible in this world to set out a positive income for themselves. This is a strong argument as it comes directly from the quran, the main muslim holy book which they believe to be the infallible word of god, suggesting many muslims globally would follow this belief, so a good muslim would likely believe a life after death must be real. However, some non-religious people may disagree with this statement as they find no scientific evidence or proof for a life after death. Non-religious people find no value in religious texts like the quran as many of them don't believe in god or trust its accuracy, many believe

theism to be a delusion, one philosopher mocking religious people's connection to God as an 'imaginary friend who listens to all your troubles'. Non-religious people often align with the proofs science delivers & even in the modern day there is no hard evidence for a life after death, the body decomposes & no one has returned. However, both Muslims & non-religious people may argue for a life after death evidencing near death experiences, the infamous 'light at the end of the tunnel' & paranormal interactions as clear proof for life after death.

After analysing both sides of the argument, I believe the against side had more accurate & clear points. There is no true evidence for life after death excluding 'holy' books. Things like the paranormal & light at the end of the tunnel aren't evidence as they can be fabricated & mistaken. Therefore, I struggle to believe 'life after death must be real'.



The candidate gains Level 4, 10 marks.

The candidate gives two sides of the argument and refers to different views, including non-religious ones, showing thorough knowledge and diversity of beliefs.

In the first part they present a developed argument supporting the statement with Muslim beliefs about life after death. They then go on to appraise this in a basic way.

The appraisal is not merely adding another argument (which would mean the response would be Level 3) but is directly judging the the evidence base of the previous argument. The appraisal validates the evidence presented in the previous argument showing why the argument is valid for Muslims. However, this is basic so achieves the lowest mark in Level 4.

The candidate then offers the non-religious point of view and why they may reject a belief in life after death. This is again appraised in a basic way by offering a counter to the previous point about no proof.

The candidate suggests there could be proof in the paranormal. Because the appraisal is basic, the candidate achieves the lowest mark in Level 4.

To gain a higher mark the candidate would have needed to:

- Include further judgement of evidence.
- Develop the appraisal further.

(d) "Life after death must be real."

Evaluate this statement considering arguments for and against.

In your response you must:

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

atheist
doesn't
believe in it,

"he of those who prostrate
K Allen"

(12)

On the one side of the argument, some muslims may agree with this statement as it ~~clearly~~ says in the Quran that "disbelievers ~~will~~ be ~~punished in~~ the Hellfire", meaning that there must be life after death according to Islam. In the Quran there ~~are~~ ^{are} many ~~points~~ ^{times when Allah talked} about Jannah and Jahannam, and as the Quran is the word of Allah, then He is correct, there ~~is~~ a place where ~~we~~ our souls go to after we die. The belief of the day of judgement, Qiyamah is also a very important belief in Islam, as it is the day where everyone becomes resurrected and will be judged on their actions in this life. Muslims take all their ^{knowledge} from the Quran, the word of Allah, the Holy book ~~that~~ ^{which} was given to the Holy Prophet by angel Jibril, and so therefore the Quran must have every thing that a muslim should know, exactly said by Allah. as the Quran is Allah's word in physical format. Muslims believe in predestination, how Allah already knows where we will end up. Muslims believe this life is temporary, and only a test to see if you will continue down the path of Islam or become a kafir. In the Quran, it states "those who are blind in this life ~~are~~ ^{will be} blind in the hereafter". This tells us there is clearly an afterlife, as



The candidate gains Level 3, 9 marks.

The candidate gives two sides of the argument and refers to different views, Muslim and non-religious, showing sound knowledge of diversity of beliefs.

In the first part they present a sustained argument about the importance of life after death in Islam as stated in the Qur'an.

The next argument uses more sound knowledge, referring to why non-religious people may reject the belief in life after death due to a lack of evidence.

The understanding of Islamic beliefs is sound with chains of reasoning, so the response moves up to the highest mark of Level 3. To gain a higher mark the candidate would have needed to:

- Appraise the arguments by evaluating the evidence.

Paper Summary

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

- Candidates should write three sentences in 'outline' (a) questions. Each sentence should contain one piece of information. There is no need for development. Incorrect words or sentences should be crossed out
- The 'explain' questions (b) and (c) require two developed points. For (c) items an additional mark is given for a reference to a source of wisdom, which does not need to be referenced and can be paraphrased
- Candidates should be directed to the specification and other published resources to learn key terms and sources of wisdom
- The (d) items need an understanding of religion and belief, as well as the ability to evaluate the validity of arguments in order to reach a conclusion. Candidates should appraise the reasons given, for and against the statement.
- Considering the validity of the evidence is one way to appraise arguments
- Capitalise proper nouns and use subject specific terminology appropriately

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>

