

Examiners' Report

June 2025

GCSE Religious Studies B 1RB0 2C

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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 2C consists of four sections: Muslim Beliefs, Crime and Punishment, Living the Muslim Life and Peace and Conflict.

Question 1(a)

Candidates were assessed on Section One: Muslim Beliefs.

Bullet point 1.8 Akhirah: Muslim teachings about life after death; **the nature of judgement, paradise and hell**; how they are shown in the Qur'an, including Surah 17:49–72; divergent ways in which Muslim teachings about life after death affect the life of a Muslim today.

The question asked was:

'Outline **three** Muslim beliefs about hell.'

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 mark three points, for one mark each.

Candidates do not need to give any more detail because development is not needed for (a) items.

1 (a) Outline **three Muslim beliefs about hell.**

(3)

One is that people who have sinned will go there.
Another is that it is eternal punishment. A third
is that non-believers will go there.

The candidate outlines three beliefs in separate sentences: 3 marks.

- Belief One: 'who have sinned' (1)
- Belief Two: 'eternal punishment' (1)
- Belief Three: 'non-believers will go there' (1)

1 (a) Outline **three** Muslim beliefs about hell.

(3)

One muslim belief about hell is that it is forever, another reason is that you burn for the bad deeds you have done. A third muslim belief is that people go hell for a major sin, not repented.



The candidate outlines three beliefs in three separate sentences: 3 marks.

- Belief One: 'for eternity' (1)
- Belief Two: 'burn for the bad deeds' (1)
- Belief Three: 'major sin' (1)

Question 1(b)

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 why Shi'a Muslims believe in the Five Roots of Usul-ad-Din.'

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

Examiners point-mark four points.

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

(4)

Shia Muslims believe in the 5 roots because they contain teachings about the oneness of Allah. Believing in another god would be considered ~~shirk~~ ^{which would result in Jannah} so it's essential they believe in the five roots in order to go to heaven.

It is important

Shia believe in the 5 roots because it encourages them to be a better Muslim throughout their lives. This is because they believe on the Day of Judgement their sins will be judged so they need to behave in this life in order to go to heaven.

The candidate gives two developed reasons.

Reason One

- 'teachings about the oneness of Allah' (1) this is developed by
- 'considered shirk' (1)

Reason Two

- 'better Muslim' (1) this is developed by
- 'will be judged' (1)

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

(4)

- One reason why Shia Muslims believe in the 5 roots of Usul ad din is that they act as a common set of rules for them to follow as a way of pleasing God and being good Muslims. It unites all Shias ^{and it reminds them of their faith}.
- Another reason why Shia Muslims believe the 5 roots of Usul ad din ~~is~~ is that one of the ^{5 roots} ~~roots~~ (Imamate) is a core belief to them. Shias believe in it as they believe that God chooses the 12 imams and that Ali was the successor after Prophet Muhammad.



The candidate gives two developed reasons.

Reason One

- 'common set of rules' (1) this is developed by
- 'pleasing God' (1)

Reason Two

- 'core belief' (1) this is developed by
- 'God chooses' (1)

Question 1(c)

Candidates were assessed on Section One: Muslim Beliefs.

Bullet point 1.3 The nature of Allah: **how the characteristics of Allah are shown in the Qur'an and why they are important**; Tawhid (oneness), including Surah 16:35–36, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice, Adalat in Shi'a Islam.

The question asked was:

'Explain **two** reasons why it is important that Allah is merciful. 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 point-mark five points.

(c) Explain **two** reasons why it is important that Allah is merciful.

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

['Allahs mercy is the (5)

one reason why Allahs mercy is important is because it allows Muslims to make mistakes and learn from them. This helps Muslims develop into a better person which will help better society as there will be better people. Another reason why Allahs mercy is important is because it sets an example for how Muslims should act. The Qur'an quote "Surely Allah is ~~not~~ forgiving" tells Muslims that they should act fine Allah and be forgiving too. This is important as it bestows more peace in society as more people Muslims will respond to situations with forgiveness rather than hatred.



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

Reason One

- 'make mistakes' (1) developed by
- 'better person' (1)

Reason Two

- 'sets an example' (1) this is developed
- reference to a source of wisdom: Qur'an 'Allah is forgiving' (1) further developed by
- 'be forgiving too' (1)

Referring to the source of a quote is not necessary.

However, if a source is given, it must be correct.

(c) Explain **two** reasons why it is important that Allah is merciful.

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

(5)

It is ~~important~~ important that Allah is merciful because it is one of his 99 names. This is because Allah is All loving which would make Him merciful. In the Quran it says, "The most merciful the most compassionate." Another reason why Allah it is important for Allah to be merciful is because He created humans with flaws. This means that no human is perfect and everyone makes mistakes so Allah should forgive humans for ~~mean~~ mistakes.



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

Reason One

- 'one of his 99 names' (1) developed by
- 'Allah is all loving' (1) this is developed by
- reference to a source of wisdom: Qur'an: 'The most merciful' (1)

Reason Two

- 'he created humans with flaws' (1) further developed by
- 'no human is perfect' (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 asked was '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 and referring to much knowledge. However, they did not consider the value of them or analyse/evaluate 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:

"The holy books are Allah's most important gift to humanity."

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 given a best-fit mark according to the levels descriptors.

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

When appraising arguments, candidates need to make judgements about the value of arguments/evidence presented and not just state arguments for and against.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

"(d) "The holy books are Allah's most important gift to humanity."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

The statement is true as the Holy Books, especially the Quran, represent the last guide and teaching from God. The Quran in particular is treated very highly by Muslims. Regarded with respect, Muslims will place the Quran on the highest shelf in a house to ~~display~~ signify its importance, and is treated as the final authority in any religious or theological dispute within Islam. It is viewed ~~as~~ as the actualisation of the word of God.

A possible counter-argument to this could be that if the Holy Books were Allah's most important gift, then why have others such as the Torah or the Injil been lost or corrupted. If all the books, believed by Muslims to be holy, are important, surely they ^{would} have survived and still been present today. This is a poor objection as a 'gift' implies a transfer of ownership. Muslims would say that it is down to human incompetence that these texts have been lost or corrupted, rather than a diminishing of their importance ~~to~~ before God.

Another objection would be that the prophets, who were revealed these holy books are of more importance. After all, without them, the texts could not have been communicated to humanity. The prophets, as humans, are also more realistic role-models for Muslims, as they can ~~be~~ experience emotion and the human condition, making them relatable. To say that 'there would have been no Quran without Muhammad' is a misguided statement, as in fact, there would have been no Muhammad without the Quran. God's purpose for Muhammad and the other

prophets were to communicate the ~~truth~~ truth to humanity and complement the scriptures, rather than to eclipse their importance.

In conclusion, the statement is true, as the Holy Books represent the true and definitive word of God, and are Allah's most important gift, all others, such as the prophets, complementing and glorifying the importance of the holy books.



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 importance of the Qur'an.

The candidate then offers an argument against, about the corruption of the holy books due to human weakness. Here, they do not directly counter the previous argument about the importance of the Quran, but offer a different opposing argument.

They then offer another opposing argument about the importance of Muhammad. They show thorough knowledge that is appraised in a basic way.

The appraisal suggests that the prophets are important due to their role in revelation and their role cannot eclipse the importance of the holy books. This argument is not merely adding another argument, which would mean the response would be placed in Level 3, but is directly judging/countering 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 and therefore 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 given 3 marks for SPaG 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.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) "The holy books are Allah's most important gift to humanity."

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 that the holy books are Allah's most important gift to humanity. This is because it helps God to communicate with humanity. The quote "we have revealed to you this book with the truth" emphasises how important these books are, that it is the word of God which muslims should follow in order to live a good life and also get closer to God.

Furthermore these holy books were sent down to prophets during times of need. This indicates to muslims they should cherish the holy books and look back at them during times of need. This is a strong argument as the Quran has never been distorted and is the exact word of God so we should thank God for giving this important gift to humanity and follow it to enter heaven.

However, some muslims may disagree that the holy books are Allah's most important gift to humanity. This is because God has given us many things we should cherish such as allowing us to pray. The quote "establish pray" mentioned in the Quran indicates how muslims are given opportunities where they can talk with God and be thankful for. Furthermore, some

may say prophethood is one of the most important gifts which God has given. This is because it teaches Muslims how they should live their lives, who they should look up to and follow their actions. Though this is a weak argument as there are people today who have memorised the Qur'an in order to protect and never forget it showing its value.

~~that~~ Despite the above arguments in conclusion I believe holy books are not Allah's most important gift to humanity. This is because God has given us a lot of which we should be thankful for such as our lives which can be taken at any time so we should always remember and thank God.



The candidate's response gains Level Four, 10 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 part, they present a supporting argument about the importance of holy books for Muslims in times of need, and as guidance from God.

They then offer an opposing argument about the importance of communicating with God through prayers and the prophets as a form of guidance. They attempt to appraise here by stating 'this is a weak argument...' but are unsuccessful.

The appraisal is actually adding a different argument about the importance of the Qur'an because Muslims have memorised its message. This argument is adding another argument, which would mean the response stays within Level 3, and is not directly judging/countering the previous argument about prophets.

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

- Include further judgement of evidence to develop the appraisal further

SPaG – The candidate is given 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)

Question 2 (a)

Candidates were assessed on Section Two: Crime and Punishment.

Bullet point 2.7 Muslim teachings about the treatment of criminals: **Muslim teachings about the treatment of criminals**, including interpretations of Surah 76:1–12; divergent Muslim attitudes towards the use of torture, human rights, fair trial and trial by jury; the application of ethical theories, such as situation ethics, which may accept the use of torture if it is for the greater good.

The question asked was:

'Outline **three** Muslim teachings about the treatment of criminals.'

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

Question 2: Crime and Punishment

2 (a) Outline **three** Muslim teachings about the treatment of criminals.

(3)

Three teachings are criminals should be treated humanely. Criminals should receive a fair court case to ensure they are definitely guilty and torture is completely forbidden.

The candidate outlines three teachings in three separate sentences, 3 marks.

- Teaching One: 'humanely' (1)
- Teaching Two: 'fair court case' (1)
- Teaching Three: 'torture is completely forbidden' (1)

Only three reasons are credited.

Further reasons are not required so candidates should not waste their time giving extra reasons.

Question 2: Crime and Punishment

2 (a) Outline **three Muslim teachings about the treatment of criminals.**

(3)

One belief is that they can be killed
Another belief is that they shouldn't be tortured
Another belief is that they are innocent until proven guilty
Another belief is that they should be treated humanely
Another belief is that the punishment should fit the crime.



The candidate outlines three teachings in three separate sentences, 3 marks.

- Teaching One: 'shouldn't be tortured' (1)
- Teaching Two: 'innocent until proven guilty' (1)
- Teaching Three: 'treated humanely' (1)

Question 2(b)

Question 2 (b)

Candidates were assessed on Section Two: Crime and Punishment.

Bullet point 2.2 Muslim attitudes towards crime: **Muslim teachings about and responses to the nature, causes and problem of crime**, including Surah 16:90–92 and about crime as a distraction from a focus on Allah; what action is taken by Muslim individuals and Muslim groups to end crime, including the Muslim Chaplains Association and the work of the Mosaic Community Trust.

The question asked was:

‘Explain **two** Muslim teachings about crime.’

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** Muslim teachings about crime.

(4)

one muslim teaching about crime is that it is caused by drugs and alcohol. one of the rules of Islam is to not consume these substances in order to avoid crime.

Another teaching is that crime disrupts peace in society. Peace is one of the meanings of Islam and is believed to be important to maintain by Muslims.

The candidate gives two developed teachings.

Teaching One

- 'drugs and alcohol' (1) this is developed by
- 'avoid crime' (1)

Teaching Two

- 'disrupts peace in society' (1) this is developed by
- 'important to maintain' (1)

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

(4)

One Muslim teaching about crime is that you will be punished accordingly. This is because even if you don't get caught angels that write down good or bad deeds will catch you and make sure you're punished accordingly.

~~Another teaching is that sometimes it's okay for example~~

Another teaching is that some crimes are punishable with physical pain. For example when Muhammad said he would chop his daughters hand off if she was ever caught stealing.



The candidate gives two developed teachings.

Teaching One

- 'punished accordingly' (1) this is developed by
- 'catch you' (1)

Teaching Two

- 'punishable with physical pain' (1) this is developed by
- the example of Muhammad (1)

Question 2(c)

Candidates were assessed on Section Two: Crime and Punishment.

Bullet point 2.8 Muslim attitudes towards the death penalty: the nature and purpose of capital punishment; **divergent Muslim teachings about the nature, purpose and arguments surrounding the use of capital punishment**, including Sahih Muslim Hadith 16:4152; non-religious (including atheist and Humanist) attitudes towards the use of capital punishment, including the application of ethical theories, such as situation ethics, and Muslim responses to them

The question asked was:

‘Explain **two** Muslim teachings about the use of capital punishment.

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.

(c) Explain **two** Muslim teachings about the use of capital punishment.

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

(5)

One Muslim teaching about the use of capital punishment is that it can be used as punishment if a person has committed a serious crime like murder. For example in the Quran it states "An eye for an eye, a life for a life." This shows that capital punishment can be used as it is one of the set punishments for murder or idolatry.

Another Muslim teaching about ~~the~~ the use of capital punishment is that ~~it is~~ sometimes it is better to forgive a person ~~than to execute them~~. This is because sometimes the victim's family can ask for compensation for the criminal ~~rather than~~ as punishment rather than using capital punishment.

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

Teaching One

- 'can be used as punishment' (1) this is developed by
- 'murder' (1) further developed by
- reference to a source of wisdom Qur'an 'an eye for an eye' (1)

Teaching Two

- 'better to forgive' (1) this is developed by
- 'ask for forgiveness' (1)

(c) Explain **two** Muslim teachings about the use of capital punishment.

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

(5)

Some Muslims

you should only use it as a last resort and based off of the crime the offender commits. This is as Allah is merciful and would discourage capital punishment for the main part.

They believe that it is okay if they have killed a person. This is referred to as 'eye for an eye' and means that the offender gets what he gave out.



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

Teaching One

- 'last resort' (1) this is developed by
- 'based off of the crime' (1)

Teaching Two

- 'killed a person' (1) developed by
- reference to a source of wisdom: Qur'an 'an eye for an eye' (1) this is further developed by
- 'he gave out' (1)

Question 2(d)

Question 2(d)

Candidates were assessed on Section Two. Crime and Punishment.

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 excellent 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. 'd) items are marked using a levels-based mark scheme and awarded a best-fit mark according to the level descriptors.

Bullet point 2.6 Muslim teachings about forgiveness: Muslim teachings and responses about the nature and importance of forgiveness, including Surah 64:14; how offenders are forgiven by the community and why this is needed; *Muslim responses to the nature and use of restorative justice*, and why it is important for criminals.

The question asked was:

"Restorative justice benefits Muslim society."

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.

(d) "Restorative justice benefits Muslim society."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

One reason some may agree that restorative justice benefits Muslim society is because Islam is a religion of peace. Restorative justice is ~~to talk and understand~~ when the victim and the defendant talk for reconciliation. This can benefit the Muslim society because Allah promoted the idea of being forgiving in Islam. This can be seen when Allah mentions "In the name of Allah the most gracious the most merciful." This is one of the most well known phrases in the Qur'an showing how Allah wants Muslims to reconcile and forgive each other for the actions they have committed against each other just like he forgives Muslims that sin. Therefore showing how restorative justice benefits the Muslim society. However some may argue that restorative justice does not benefit Muslim society as some people may hold a ^{continuous} ~~continuous~~ grudge.

On the other hand some may argue that restorative justice does not benefit the Muslim society but that protection does. This is because by for example putting someone away in jail/prison the victim can then feel at ease and will no longer have to worry. Also society will be safer as there is no longer a criminal to commit the crime. In addition by sending the criminal to prison this

can help them reflect on the actions they have committed so that they won't ever commit the crime against the victim again. This shows how restorative justice does not benefit the society but protection does. However some may argue that it is inhumane to lock someone up.

Furthermore, ~~another~~ ~~resto~~ some may argue that reform benefits the muslim society. This is because the victim is now at ease and not only is society safer but the criminal can now be taught to do ~~better~~ good things and better their lives. This also gives the criminal a second chance at life. ~~as~~ This is good because Allah does this for many muslims around the world by forgiving their sins. Therefore showing how reform is good as it benefits the society because it is the most similar to what Allah would do. However some may argue that restorative justice is better because the victim is forgiving the criminal by themselves which gives them clarity.

In conclusion after having evaluated both sides restorative justice benefits the muslim society the most because it gives the victim a chance to forgive and it gives the criminal a chance at bettering themselves.



The candidate gains Level Four, 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 supporting argument about the value of forgiveness from the victim. Then, they appraise it in a basic way by stating some people may hold on to grudges.

The candidate offers an opposing argument about the importance of protection instead, that is countered by arguing that imprisoning someone is inhumane. The appraisal does not merely add another argument (which would mean the response would be Level 3) but judges the previous argument directly.

They offer another argument against supporting reform as a way of seeking Allah's favour. The appraisal that follows refutes the previous argument by stating that restorative justice is better because it includes the forgiveness of the victim themselves. However, 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.

(d) "Restorative justice benefits Muslim society."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

Some Muslims agree that restorative justice benefits Muslim society because it promotes peace within society. For example, the reconciliation of a victim and an offender means that there will not be tensions between them, which may cause violence and aggression to break out between them if they were not given the opportunity to figure out their differences. This is important because Allah discouraged unnecessary violence, as the Qur'an instructs the Ummah to 'repel evil', ~~Allah Muhammad~~ therefore restorative justice encourages non-violent attitudes in society which reduces fatalities and injuries through reducing physical fighting. Thus, restorative justice benefits Muslim society as it protects the Ummah and keeps them safe from violence. Also, Prophet Muhammad exercised restorative justice ~~in~~ with the Makkans Makkans when he did not persecute them even though they persecuted him, and instead exercised forgiveness. Therefore, restorative justice benefits Muslims society as it emulates the example of Prophet Muhammad, who wished to unite the Ummah, thus restorative justice strengthens the Islamic community. This is a stronger argument as it is supported by Muhammad, who is the Seal of the Prophets, therefore his teachings hold great importance.

However, some Muslims disagree that restorative justice benefits Muslim society as the Qur'an teaches Muslims that they can meet violence with

violence, as the Muslims should 'fight in the cause of Allah those who fight you'. Also, the Law of Qisas states that Muslims can get justice through violence, as it was 'prescribed to them: a life for a life, an eye for an eye'. Therefore, restorative justice only benefits society when the offender is willing to reconcile with the victim - often, they do not feel genuine guilt for their crimes and so the victim will not feel like they have been served true justice through this method. This is a weaker argument as although supported by the Qur'an, it is subjective as it is based on the mindsets of individual offenders and victims, not Muslim society as a whole.

In conclusion, the stronger argument is that restorative justice benefits society as it protects the Ummah utilising a non-violent approach and follows in the footsteps of the Seal of the Prophets, which allows it to gain credibility as following the example of Muhammad is Sunnah. Therefore, restorative justice benefits Muslim society as it helps Muslims get into Jannah, as it is Sunnah.



The candidate gains Level Four, 10 marks.

The candidate states the importance of restorative justice and the value of reconciliation, as exemplified by the example of Muhammad.

The candidate offers basic appraisal about the value of the evidence.

The candidate then offers an opposing argument about the value of retributive justice over restorative. They show 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. 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 3.2 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:

'Outline **three** reasons why Muslims believe Shahadah is important.'

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

Question 3: Living the Muslim Life

3 (a) Outline **three** reasons why Muslims believe Shahadah is important.

(3)

~~The~~ One reason why it's important because
it's the first of the five pillars. Another reason
is that people take the Shahadah to become
Muslim. The third reason is its declaration of
faith to no one but Allah and that Mohammed (SAW)
was the final messenger.

The candidate outlines three reasons in three separate sentences, 3 marks.

- Reason One: 'first of the five pillars' (1)
- Reason Two 'become Muslim' (1)
- Reason Three 'declaration of faith' (1)

Question 3: Living the Muslim Life

3 (a) Outline **three** reasons why Muslims believe Shahadah is important.

(3)

One reason muslims believe that the shahadah is important is that it's the declaration of faith. Another reason why muslims believe shahadah is important is that it's repeated throughout a muslim's life. A final reason why muslims believe that the shahadah is important is that it's the first of the five pillars.



The candidate outlines three reasons in three separate sentences, 3 mark.

- Reason One 'declaration of faith' (1)
- Reason Two 'repeated throughout a Muslim's life' (1)
- Reason Three 'first of the five pillars' (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 Muslims 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 Muslims attend Hajj.

(4)

one reason is to become closer to God. This is because the kabah (pilgrimage site) is known as Allah's home. Another reason is because hajj is one of the five pillars. This means that it's a foundational belief / action in Islam (perform it at least once in lifetime if you can).



The candidate gives two developed reasons.

Reason One

- 'become closer to God' (1) this is developed by
- 'Allah's home' (1)

Reason Two

- 'five pillars' (1) this is developed by
- 'foundational belief' (1)

Question 3(c)

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:

'Explain **two** reasons the Night of Power is important to 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** reasons the Night of Power is important to Muslims.

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

(5)

One reason why the Night of Power is important to Muslims is because it marks the night the Quran, a holy book, was revealed. Angel Jibril revealed this to the prophet on this night, making it a deeply sacred moment for Muslims. ~~that~~ The Quran states that "Indeed, we sent the Quran down during the Night of Power". Another reason why the night of Power is important to Muslims is because any worship done on this night is more powerful than 1000 months. Muslims believe that if you perform any acts of worship on this night, will bring ~~for~~ great rewards to you.



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

Reason One

- 'the Qur'an...was revealed' (1) this is developed by
- 'deeply sacred moment' (1) further developed by
- reference to a source of wisdom: Qur'an 'Indeed, we sent the Qur'an' (1)

Reason Two

- 'more powerful' (1) this is developed by
- 'great rewards' (1)

(c) Explain **two** reasons the Night of Power is important to Muslims.

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

(5)

One reason the night of power is important to Muslims is because prayers on the night are worth 'more than a thousand months', as stated in the Quran. This means this increases the worshiper's relationship with Allah, and increases their chance of going to paradise. This is important because that is the ultimate ultimate goal of Muslims.

A second reason the night of power is important to Muslims is because it marks when the Quran was first revealed to Muhammad. This is important as this is the time when God relayed his word to humanity and gave his law to the prophet. It is the source of the Quran for Muslims.



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

Reason One

- reference to a source of wisdom: Qur'an 'more than a thousand months' (1) this is developed by
- 'relationship with Allah' (1)
- further developed by: 'going to paradise' (1)

Reason Two

- 'Qur'an was first revealed' (1) this is developed by
- 'God relayed his word' (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 excellent 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. (d) items are marked using a levels-based mark scheme and given a best-fit mark according to the level descriptors.

Bullet point 3.1 Ten Obligatory Acts of Shi'a Islam: their nature, history and purpose of the Ten Obligatory Acts; **the diversity of practice and importance of Ten Obligatory Acts for Shi'a Muslims today**; their basis in the Qur'an, including reference to Surah 9:71–73; divergent understandings of these principles within Sunni Islam, including links with the Five Pillars.

The question asked was:

"Zakah is the most important of the Ten Obligatory Acts."

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.

There are 3 marks for spelling, punctuation and grammar on Q03(d): SPaG.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

“(d) “Zakah is the most important of the Ten Obligatory Acts.”

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.

F	
Haji	Zakah
Feed...	Salam Summ

(15)

One reason someone may agree is that it is supported by Quran teachings. In the Quran it says: "Feed the needy, the orphan, the captive". By donating 2.5% of their income, Muslims are following this as the money often goes to charities, foodbanks, the justice system, etc. By following Zakah they align with Allah's nature so it must be very important. Someone may disagree saying that this could & should be done regardless of it being an obligatory act, as Allah wants humans to be kind to each other.

Another reason is Hajj. Muslims may not take part in Hajj at least once in their lives, but many (especially those outside of Islamic countries) may struggle to afford the trip there and back. Zakah money can be used to help these Muslims, and Muslims are encouraged to help others who haven't yet done Hajj. This means Zakah supports other aspects of Islam, and is important. Someone could disagree saying that Hajj itself must be most important, as it is required of every Muslim to complete at least once.

Someone may disagree by saying Salah is more important. Salah is daily prayer and is done 5 (Sunni) or 3 (Shi'a) times a day. There are also prayers on Fridays that are so important you have to attend the Mosque for them, which is usually only done by men. It has many uses, strengthening relationships with Allah, thanking Allah, asking for help, meditating, asking for forgiveness, etc. With so many uses and being accessible to & required by everyone it has to be more important than Zakah. Someone may disagree by saying that Salah only helps yourself, while Zakah helps others so aligns with Allah's nature more.

Another reason to disagree is Saum. Saum is fasting during the month of Ramadan during daylight hours. "Fasting is prescribed to you" is stated in the Quran, aimed at all Muslims, and is seen as a test of faith to Allah. This means it holds great importance to Muslims and is something they have to dedicate a whole month to. Someone may disagree saying there are more exceptions to saum than zakah, so is less important to Muslims as a whole.

In conclusion, I think all obligatory acts are important, equally so, as without one of them, Islam wouldn't be the same.



The candidate gains Level Four, 10 marks.

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

On page one they present supporting arguments about the importance of Zakah.

On page two, the candidate offers an argument against, stating the importance of Salah. They show good knowledge that is then appraised in a basic way by comparing the value of Zakah and Salah.

The appraisal is not merely adding another argument (which would mean the response would be Level 3) but judges 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.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

“(d) “Zakah is the most important of the Ten Obligatory Acts.”

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)

This statement can be justified as because of the Muslim belief in justice. The Quran ^{teaches} Muslims to “uphold justice” and Zakah helps to do this through the 2.5% annual income donation Muslims offer to charity. Muslims see poverty as a form of injustice in society, and believe wealth and stability are gifts Allah intended all people to share equally. Therefore, the statement can be agreed on as money donated through Zakah can provide food, shelter and opportunity for ~~all~~ the less fortunate, restoring justice in society.

However, ^{some} Muslims may disagree with the statement, instead favouring Salah as the most important obligatory Act. Salah refers to the five prayers Muslims perform daily in worship to Allah. This point can be argued because the ~~ten~~ Ten Obligatory Acts all contribute to ways in which Muslims should worship and devote themselves to Allah in life, and prayer is one of the most fundamental parts of worship in Islam. Therefore, as prayer is done multiple times each day, some Muslims may prioritise Salah over Zakah, as Zakah comes less often and is a lesser form of worshipping Allah.

Despite this, I disagree with the previous point, as Zakah

not only provides worship, but evidence of living a good Muslim life which will play an important role in Fate after death. ~~Akhirah~~ Akhirah is one of the six key beliefs, and emphasises importance of living well as a Muslim to be judged and rewarded by Allah after death. Zakah contributes more to this key belief compared to Salah, as Zakah shows evidence of restoring justice, striving for peace and supporting others, which are all more important and effective methods of showing devotion and worship to Allah compared to Salah. In conclusion, I agree with the statement as Zakah provides a larger overall impact on society and individual Muslims compared to other obligatory acts such as Salah. One of the most important values in Islam is living life the way Allah intends it, which is supported by Zakah. Zakah supports Muslims to do.



The candidate gains Level Four, 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 supporting argument about the important role of Zakah. The candidate then offers an argument against the statement stating the importance of Salah.

On page 2 the candidate offers a comparative analysis of Salah and Zakah. showing good knowledge that is then appraised in a basic way. The appraisal is not merely adding another argument but judges 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.

Question 4(a)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.5 Just War theory: **divergent Muslim teachings and responses to the nature and importance of the Just War theory, including reference to Sunni and Shi'a Islam**; the conditions of a Just War within Islam, with specific reference to the lesser Jihad, including reference to Surah 4:69-110; divergent opinions on whether a Just War is possible for Muslims today, including the application of ethical theories such as situation ethics.

The question asked was:

'Outline **three** Muslim beliefs about Just War.'

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

Question 4: Peace and Conflict

4 (a) Outline **three** Muslim beliefs about Just War.

(3)

One Muslim belief about Just War is that it has
~~can~~ to be authorised by a person or authority.
Another Muslim belief about Just War is that it
can be done in self-defence. A final Muslim
belief about Just War is that it can be done
to defend your religion.

The candidate outlines three beliefs in three separate sentences, 3 marks.

- Belief One: 'person of authority' (1)
- Belief Two: 'self-defence' (1)
- Belief Three: 'defend your religion' (1)

Question 4: Peace and Conflict

4 (a) Outline **three** Muslim beliefs about Just War.

(3)

One muslim belief about just war is that it can only happen if it is an act of self-defence. Another belief it could happen, this is only if it is declared by a religious leader. Another belief is that just war should only happen if it won't harm innocent civilians and the environment.



The candidate outlines three beliefs in three separate sentences, 3 marks.

- Belief One: 'self-defence' (1)
- Belief Two: 'religious leader' (1)
- Belief Three: 'won't harm innocent civilians' (1)

Question 4(b)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.3 Muslim attitudes to conflict: Muslim teachings and responses to the nature and causes of conflict; **Muslim responses to the problems conflict causes within society**, including Surah 2:190–195 and links to situation ethics; non-religious (including atheist and Humanist) attitudes about the role of religion in the causes of conflict and Muslim responses to them.

The question asked was:

'Explain **two** ways Muslims may respond to the problems conflict causes.'

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** ways Muslims may respond to the problems conflict causes.

4 6

(4)

Muslims respond to problems conflict cause is by setting up charities to support those that are affected and help them to get away from areas that are dangerous for them and provide shelter for them.

Muslims also respond to problems conflict causes is by raising awareness to the community so that they can also come and support those that are suffering and pray for them.

The candidate gives two developed ways.

Way One

- 'setting up charities' (1) this is developed by
- 'help them' (1)

Way Two

- 'raising awareness' (1) this is developed by
- 'care and support' (1)

(b) Explain **two** ways Muslims may respond to the problems conflict causes.

(4)

One way they may respond is by giving Zakat to charities that focus on suffering in areas of conflict. ~~And so that~~ This is because not only does it help those in need - a major belief in Islam, it also shows Muslims submission to God as they're willing to give up temporary wealth for the sake of their religion. Another way is by campaigning to achieve peace. They do peaceful protest to show the government that they do not agree with war and conflict - instead they want to achieve peace.



The candidate gives two developed ways.

Way One

- 'giving zakat to charities' (1) this is developed by
- 'help those in need' (1)

Way Two

- 'campaigning' (1) this is developed by
- 'peaceful protests' (1)

Question 4(c)

Candidates were assessed on Section Four : Peace and Conflict

Bullet point 4.2 The role of Muslims in peacemaking: **Muslim teachings about peacemaking**; the importance for Muslims of justice, forgiveness and reconciliation in peacemaking, including Surah 41:31–38; the work of Muslims working for peace today.

The question asked was:

‘Explain **two** Muslim teachings about the importance of peacemaking.

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.

Candidates must give two different teachings because the same point will not be credited twice.

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

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

(5)

One ~~key~~ Muslim teaching about the importance of peacemaking is we should not cause conflict and spread peace to people. For example in the Qur'an it states 'if they incline to peace, then incline to peace'. This shows that in Islam there is no reason to be forceful as it will not benefit anyone. ~~and~~ a Muslim should encourage people and show them that Islam is peaceful and was not spread by the sword.

Another Muslim teaching is we are all brothers and sisters so we are equal. There is no need to cause conflict between and we should live in peace. Allah would want us to live peaceful with our brothers and sisters and strengthen the Ummah.



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

Teaching One

- 'not cause conflict' (1) this is developed by
- 'spread peace to people' (1) further developed by
- reference to a source of wisdom: Qur'an 'if they incline to peace' (1)

Teaching two

- 'all brothers and sisters' (1) this is developed by
- 'strengthen the Ummah' (1)

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

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

(5)

one Muslim teaching is that peacemaking is important because Muhammad frequently made peace ~~and~~ between opposing groups. As Muhammad is the perfect example to Muslims, it Muslim should follow his teaching. Through these actions he showed peacemaking was important so Muslims should follow this. A second teaching about the importance of peacemaking comes from the Quran where Allah teaches Muslims should make peace between each other. This is seen through the quote 'if your brothers are fighting make peace between them'. As ~~the~~ This shows Muslims they should always seek to resolve conflict and make peace within the Ummah. As ~~the~~



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

Teaching One

- 'Muhammad frequently made peace' (1) this is developed by
- 'follow his teachings' (1)

Teaching Two

- 'make peace between each other' (1) this is developed by
- reference to a source of wisdom: Qur'an 'peace between them' (1) further developed by
- 'actively seek to resolve' (1)

Question 4(d)

Candidates were assessed on Section Four: Peace and Conflict

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 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 marks according to the levels descriptors.

Bullet point 4.4 Pacifism: divergent Muslim teachings and responses to the nature and history of pacifism, including interpretations of Surah 5:27–30; **Muslim teachings about passive resistance and examples of its use within Islam**, including elements of the Arab Spring.

The question asked was:

"Passive resistance is the best way to change society."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(d) "Passive resistance is the best way to change society."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

Some Muslims may agree with the statement that
"Passive resistance is the best way to change society."

By inflicting war or any form of violence innocent
civilians are at risk of being harmed in the process. Passive
resistance is a pacifist way of ~~creating~~ enforcing
justice for a better society. ~~In the~~ Muslims are also
taught that war or violence should be used as a last
resort. ^{This can be shown by the Arab Spring, where} ~~They may even follow the teachings of "turn the~~

~~countries like Tunisia and Egypt wanted to overthrow their~~
leader however followed a ~~pass~~ passive resistance

Instead, they were successful and this encourage other
countries to do the same. This is a weak argument
because God says "an eye for an eye" implying that if
violence is used they should retaliate. Also while ~~in the~~ Arab
Spring may have benefitted ~~to~~ some countries, countries
like Syria were unsuccessful and didn't change their
society.

Other Muslims would disagree with the statement because
passive resistance is not the most effective. To protect
a society violence may be used, of course in moderation.
~~the Quran also teaches~~ The prophet Muhammad himself

went into battles against his enemies to fight for justice for the muslims. He should be an example for all of us and we should take the ~~same~~ same actions he did and fight to change our society. ~~Many~~ Some situations are too extreme for passive resistance to be used for example in war-zone areas and where genocides are being taken place, muslims should work together to fight for human rights and protect themselves and the world. This is a weak argument because it doesn't take into consideration how using violence harms civilians and leave country in debt which further prevents a change in society and instead lead to more confictions.

In conclusion, I ~~disagree~~ ^{disagree} ~~disagree~~ with statement because ~~the~~ ^{an} important idea for muslims to ~~the~~ follow is Lesser Jihad. This is striving in God's cause to protect ~~the~~ society and fight for justice. Also the Qura'n doesn't condemn going to war as long as it follow guidelines like don't kill women or children. ^{therefore leads to} This ~~leads to~~ a long-term change in society.



The candidate gains Level Four, 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 supporting argument about passive resistance by linking it to pacifism and the rejection of conflict, citing the example of the Arab Spring.

They then appraise it in a basic way by stating that this was not always successful, as in the case of Syria. The appraisal is not merely adding another argument for or against the statement (which would mean the response would be Level 3) but directly judges the previous argument. The appraisal refutes the evidence presented in the previous argument showing why the argument is not valid.

The candidate then offers an argument against the statement, stating that the use of more violent actions may be a necessity at times and how this was shown in the life of Muhammad.

They also appraise this in a basic way by arguing that this use of violence could lead to more conflict. However, the appraisal present 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.

(d) "Passive resistance is the best way to change society."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(12)

Many Muslims would agree with this statement, as peaceful protests and passive resistance is a non-violent way of ~~promoting~~ changing society for the better. This is shown by the 2010 Arab Spring, where the dictators of Egypt were deposed because of a series of peaceful protests. This shows that ~~the~~ peaceful resistance regards human life and ~~large~~ can still bring change, so it is definitely the best way of changing society. I think that this is a very strong argument, as the example of the Arab Springs demonstrates shows that it is possible to bring about productive change in society peacefully. Conversely, others would say that there are much more effective ways of bringing change in society, such as a violent coup or takeover of a country, as happened in Syria. The Quran says 'fight them until there is no more persecution and worship is devoted to God alone'. This encourages violence against anyone not embracing the true word of the Quran, so can promote a more violent way to bring change. I think that this is a very weak argument, as although it is faster and more efficient, it involves the loss of life and the Quran also ~~teaches that~~ says "So remind them: Your only task is to remind them, You are not here to control them", evidencing that it is not

necessary to fight those who don't teach & follow the Quran,
discouraging violent or military take over.

~~Some~~ ^{Some} Muslims would say that passive resistance is the
best way to change society because it doesn't kill or hurt
anyone, such as terrorist attacks or military coups, which is better
as the Quran says "If anyone kills another person, it is as if he
kills all mankind". This shows that you shouldn't ever kill or
harm anyone else and that therefore passive / peaceful resistance
is far superior to any other protest or way of bringing change. I think that
this is a very strong argument, as "you should never eat LPR
which was made sacred by Allah" so therefore passive resistance

is the only form of protesting Muslims should do to promote change.
On the other hand, other Muslims would argue that Muhammad
didn't passively resist the attacks against Islam that he faced, but ~~only~~
~~Anger~~ fought the oppressors away, and brought change.
This shows that Muhammad lived an example human life and we
should aspire to live like him, so it is allowed to fight oppressors + bring
change violently. I think that this is a strong argument, but only if one is experiencing
great oppression and injustice is violence acceptable.

In conclusion, I believe that in general, for minor issues, passive
resistance is the best way to bring societal change, but if there is
immense injustice and oppression, then more violent means of change are
allowed, as shown by Muhammad.



The candidate gains Level Four, 10 marks.

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

At the beginning, they present a supporting argument about the successful use of passive resistance during the Arab Spring to depose the Egyptian leadership at the time.

The candidate then attempts appraisal by stating 'this is a very strong argument...' but is unsuccessful because they merely restate the same argument.

Next, the candidate offers an opposing argument about the effective use of violent methods to bring about change, citing the recent example of Syria. They show thorough knowledge that is then appraised in a basic way by stating that even though this method brought about change it also had limitations and led to a loss of life.

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 refutes the evidence presented in the previous argument showing why the argument is not valid.

The candidate then offers further arguments for and against the statement on page 2. Appraisal is attempted but unsuccessfully because it merely adds to the arguments, and does not judge the validity of the arguments or evidence.

The appraisal on page 1 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

Paper Summary

Based on their performance in this examination, 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. Candidates should not waste time writing more than three points
- 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
- Candidates should capitalise proper nouns and learn the spelling 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>

