

Examiners' Report

June 2025

GCSE Religious Studies B 1RB0 3C

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <https://www.edexcel.com> or <https://www.btec.co.uk>.

Alternatively, you can get in touch with us using the details on our [contact us page](#).



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit <https://www.edexcel.com/resultsplus>. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: <https://www.pearson.com/uk>.

June 2025

Publications Code 1RB0_3C_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

Introduction

The paper contributes to 50% of the overall award. The assessment consists of four questions and candidates must answer all questions. The details of the assessment content are provided in the specification. Centres are to use this, rather than other published resources, when planning the course content.

This area of study comprises a study in-depth of Islam as a lived religion in the United Kingdom and throughout the world. There are four sections: Muslim Beliefs, Philosophy of Religion, Living the Muslim Life, and Equality. Candidates studied Islam within the context of the wider British society.

Please note:

AO stands for 'Assessment Objective'

SPaG stands for 'Spelling, Punctuation and Grammar'

Question 1(a)

Candidates were assessed on Section One: Muslim Beliefs.

Bullet point 1.8

Akhirah: 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** ways paradise is described in the Qur'an.'

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.

1 (a) Outline three ways paradise is described in the Qur'an.

(3)

Firstly, muslims will be allowed to do anything they want in paradise.

Secondly, paradise is eternal.

Lastly, paradise is ^{described as} a happy, joyful ~~place~~ after-life place.



The candidate outlines three ways in three separate sentences, 3 marks:

- Way one 'anything they want' (1)
- Way two 'eternal' (1)
- Way three 'happy, joyful' (1)



Use three separate paragraphs, as in this example.

1 (a) Outline **three** ways paradise is described in the Qur'an.

(3)

Firstly, paradise is described as eternal (never ending forever).
Secondly, it is described as peaceful because it's free from war.
Lastly, it is described as perfect, as you can have anything you wish for.



The candidate outlines three ways in three separate sentences, 3 marks:

- Way one 'eternal' (1)
- Way two 'peaceful' (1)
- Way three 'perfect' (1)



Candidates should write three separate sentences.

Further detail is not needed on (a) items.

Question 1(b)

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 alBukhari 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:

'Explain **two** ways belief in predestination may affect a Muslim's life'

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

(b) Explain **two** ways belief in predestination may affect a Muslim's life. ^{comfort} ^{omnipotence}

(4)

Predestination is when Allah has already set out everybody's life. Al-Qadr may affect a Muslim's life positively, they may find solace and joy ~~comfort~~ in knowing that ~~their~~ God Allah already has a plan for them. Al-Qadr can also display Allah's omnipotence, He has the power to know and predestine everything, this can help Muslims have a strong faith in Allah and Islam, strengthening their faith.



The candidate gives two developed ways:

Way One

- 'positively' (1) this is developed by
- 'comfort in knowing' (1)

Way Two

- 'have a strong faith in Allah' (1) this is reverse-developed by
- 'know and predestine everything' (1)

(b) Explain **two** ways belief in predestination may affect a Muslim's life.

(4)

One way predestination will affect someone's life is that they will never feel stressed about a situation because they know that God has already planned everything out.

Another way predestination will affect Muslims is that they will live in the moment more because they have no control about what will happen next.



The candidate gives two developed ways:

Way One

- 'never feel stressed' (1) this is developed by
- 'planned everything out' (1)

Way Two

- 'live in the moment' (1) this is reverse-developed by
- 'no control' (1)

Question 1(c)

Candidates were assessed on Section One: Muslim Beliefs.

Bullet point 1.1 The Six Beliefs of Islam: their nature, history and purpose, including Kitab al-iman 1:4; **how they are understood and expressed in Sunni and Shi'a Muslim communities today**; the importance of these principles for Muslims.

The question asked was:

'Explain **two** ways the Six Beliefs are shown in Muslim communities.'

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 quote directly but can paraphrase.

(c) Explain **two** ways the Six Beliefs are shown in Muslim communities.

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

/ Tawhid
- Malakut
- Kitab Risalah
- Qadim
- Akhbar (5)

One way the Six Beliefs are shown in Muslim communities is shown in Muslim communities is by Muslims in a community only worshipping the same one and only God together in union prayers like Jummah. In the Quran it states that 'There is NO God but Allah'. This means that Muslims only worship one God who is Allah and that Allah has no other partners.

Another way is by the Malakut being shown in Muslim communities when you go inside a mosque and they have lots of Qurans on the shelf. In the Quran it states that Allah has sent down the Quran to guide humanity. This means that the Kitab is a holy book (The Quran) which is used to guide Muslims or people in a community to the right path.



The candidate receives 5 marks.

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

Way One

- 'worshipping the same one and only' (1) this is developed by
- reference to a source of wisdom Qur'an 'no God but Allah' (1) further developed by
- 'no other partners' (1)

Way Two

- 'lots of Qur'ans' (1) this is developed by
- 'guide Muslims' (1)

(c) Explain **two** ways the Six Beliefs are shown in Muslim communities.

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

→ Tawhid
→ kitab

(5)

One way the six beliefs is shown in muslim communities is teaching young children to read the Quran. The Quran states the Angel Jibril demanded prophet Muhammad (pbuh) to "Read in the name of your LORD!". This means that teaching ~~the~~ children of the ummah to read the Quran is spreading Allah's message.

Another way the six beliefs is shown in muslim communities when muslims recite the shahadah ~~at~~ before prayer. This means they believe that Allah is only one and Allah is omnipotent and omniscient and ~~the~~ the belief in Tawhid



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

Way One

- 'teaching young children' (1) this is developed by reference to a source of wisdom: Qur'an
- 'Read in the name' (1) further developed by
- 'spreading Allah's message' (1)

Way Two

- 'recite the Shahadah' (1) this is developed by
- 'Allah is only one' (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).

Some candidates gave good answers, citing reasons for and against but not developing them into chains of reasoning and 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 basic knowledge reflecting AO1, not AO2.

Stating that an argument was strong or weak was the most common way to attempt appraisal, but it was often unsuccessful because candidates often repeated previous points or added a new argument, rather than appraising them.

Some candidates wrote 'This is a strong argument because ...' and repeated the previous point or gave 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 1.3

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:

“The Qur’an is the best way to understand the characteristics of Allah.”

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

Defekt, alt diskutiert
99 names - gan more unmissig

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

*(d) "The Qur'an is the best way to understand the characteristics of Allah."

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 argue that the Qur'an is the best way to understand the characteristics of Allah because it is the divine and final revelation to humanity from Allah. The Qur'an states that "even if all mankind and jinn came together to create the Qur'an, they would still never be able to produce something like it". This means that the Qur'an contains teachings about Allah's omnipotence and divine nature as Muslims are able to understand Allah better and develop a spiritual and meaningful relationship with him. This is a strong argument as it considers how the Qur'an is the final source of guidance which Muslims still use today to gain knowledge about Allah's characteristics.

However, some Muslims may argue that the 99 names of Allah helps Muslims deepen their faith and learn more about Allah and His characteristics. One of the 99 names is "Al-Adl". This means Allah is just which teaches Muslims to also strive for justice and always promote fairness as Muslims attempt to please Allah and spiritually connect with Him. By this is a strong argument as Muslims can learn more about Allah and use His characteristics to guide themselves in their daily lives.

some muslims may also agree that the Quran is the best way to understand Allah as it is perfect and hasn't been distorted unlike any of the other holy books. The Quran states "God is one, God the eternal". This teaches muslims that Allah is alone and isn't associated with any partners or anyone else and this belief that muslims have allows Allah to present his omnibenevidence as ~~Allah~~^{He} cares for his creation. This is a strong argument, as it shows how believing in Allah allows muslims to develop a deeper connection with him through His divine and high powerful status.

other muslims may disagree and believe that the angels are the best way to understand the characteristics of Allah because they obey Allah's commands and spread messages to muslims. The Quran teaches that angel jibreel ordered prophet Muhammad to "read in the name of thy lord". This means that muslims develop spiritual guidance and inspiration through the angels as they guide the muslim ummah and allows muslims to understand God's love for His creation. This is a weak argument as the angels are mentioned in the Quran which also teaches about Allah

To conclude, the Quran is the best way to understand Allah's characteristics because the 99 names are mentioned there and they come from the Quran which helps muslims understand Allah's presence in their daily lives through his omnipotent nature.



This response reaches Level 4, 10 marks because:

The candidate gives two sides of the argument and refers to different views on the best source on Allah's characteristics. In the first part they present a supporting argument about the role of the Qur'an in showing Allah's nature.

They then attempt appraisal, which is merely explaining a reason in support of the argument. The candidate offers further arguments for and against the statement with attempts at appraisal that add further arguments, not evaluation of the previous argument/evidence.

In the final argument against the statement the candidate offers angels as an alternative source of information on Allah's characteristics. This is then appraised in a basic way by stating that it is the Qur'an that teaches about angels as well as about Allah.

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

* (d) "The Qur'an is the best way to understand the characteristics of Allah."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

There are many powerful arguments supporting the statement. Many Muslims make the argument that the Qur'an is the best because it contains the 99 names of Allah. These are 99 names that all give show the characteristics of Allah. For example, 'the omnipotent-one' ~~and~~, 'the most merciful', and 'the most kind'. There are a large plethora of these names, and each describe attributes and characteristics of Allah, which illustrates how the Qur'an is the best way to understand all of Allah's characteristics. I believe that this is a strong argument because the 99 names are short words that can be understood easily by many Muslims. However, a very powerful counter-argument is that the Qur'an can't be understood by everyone. This is because it is written in Arabic and also a very old form of Arabic that may be hard for Muslims to read. This could trouble them in understanding the Qur'an, and therefore they may not be able to understand the characteristics of Allah. I believe that this counter-argument is weaker though because it is possible to purchase Qur'ans that are

in other languages and re-written in modern language.

Many Muslims support the statement with the argument that the Qur'an is a perfect book and guide. This is because the Qur'an describes it as a 'blessed scripture' as it's written by Allah, which shows that it is the clear word of God and perfect in every way. Once revealed it also says that 'I have perfected your religion for you', symbolising how the teachings of the Qur'an, which includes Allah's characteristics, are the best and superior to any other ~~the~~ way of understanding Islam and Allah. This clearly could prove that the Qur'an is the best way to understand Allah's characteristics. I believe that this is a very strong argument as the Qur'an is a 'blessed scripture' that is 'free from distortion'.

In contrast, an opposing argument made by ^{Muslims} many is that Allah's characteristics can be shown better through the world around us. This is because everything that happens helps Muslims to understand Allah. For example, the complexity of the universe and its creation itself helps Muslims to understand Allah's omniscient nature and omnipotence. I think that this is a strong argument as we can physically see Allah's characteristics through the world around us.

In conclusion, I agree with the statement, mainly because the Qur'an is the ^{perfect word of Allah} ~~best~~ word of Allah.



The response reaches Level 4, 10 marks because:

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

In the first part they present a well-developed argument about the the role of the 99 names of Allah from the Qur'an as a way of understanding Allah.

They then attempt appraisal. However, this is not successful because they merely add a different opposing argument about the Qur'an not being easy to understand due to being in Arabic.

This opposing argument is then directly countered by suggesting that there are Qur'ans in other and more modern languages available. 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.

On page 2 the candidate goes on to offer further arguments for and against, and attempts appraisal that merely adds more information that supports the argument, rather than judges its validity.

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

- Include further judgement of evidence
- Develop the appraisal further

Question 2(a)

Candidates were assessed on Section Two: Philosophy of Religion.

Bullet point 2.3

Miracles as proof of the existence of Allah: the nature and importance of miracles in Islam; **the Qur'an as a miracle**, including Surah 17:84–89; examples of miracles; reasons why they might lead to belief in the existence of Allah; Muslim responses to non-religious arguments (including atheist and Humanist) which maintain that miracles can be scientifically explained and provide no proof that Allah exists; divergent understandings of what miracles show about the nature of Allah for Muslims.

The question asked was:

'Outline **three** reasons Muslims believe the Qur'an is a miracle.'

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

2 (a) Outline three reasons Muslims believe the Qur'an is a miracle.

(3)

Firstly, the Qur'an was revealed through an angel.
Secondly, prophet Muhammad ~~phoh~~ didn't know how to read or write however was able to read the Qur'an.
Thirdly, the Qur'an hasn't changed since it was revealed.



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

- Reason one 'through an angel' (1)
- Reason two 'able to read the Qur'an' (1)
- Reason three 'hasn't changed' (1)

2 (a) Outline **three** reasons Muslims believe the Qur'an is a miracle.

(3)

One ~~reason~~ reason Muslims believe the Qur'an is a miracle is because it was brought to Prophet Mohammed through angel Jibrail. Another reason Muslims believe this is because Angel Jibrail revealed the words out of prophet Muhammed despite being illiterate. Another reason for this is it was ~~so~~ given to mankind by Allah.



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

- Reason one 'through angel' (1)
- Reason two 'being illiterate' (1)
- Reason three 'by Allah' (1)

Question 2(b)

Candidates were assessed on Section Two: Philosophy of Religion.

Bullet point 2.7

Visions as proof of the existence of Allah: **the nature and importance of visions in Islam**; Qur'anic examples of visions, including Surah 19:16–22; reasons why they might lead to belief in the existence of Allah, and Muslim responses to non-religious arguments (including atheist and Humanist) which maintain that visions are hallucinations and provide no proof that Allah exists; divergent understandings of what visions show about the nature of Allah for Muslims, with reference to Sunni, Shi'a and Sufi Islam.

The question asked was:

'Explain **two** reasons why visions are important to Muslims.'

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 visions are important to Muslims.

(4)

One reason why visions are important to Muslims is because they are proof of God's existence. This helps Muslim's to strengthen their faith and belief because visions are proof that there is a force beyond human understanding, which they believe is Allah.

Another reason is because they help Muslim's understand more about the characteristics of Allah and His omnipotence as He is able to cause miracles and visions. This helps Muslim's strengthen their faith and belief in Allah.



The candidate gives two developed reasons, 4 marks.

Reason One

- 'proof of God's existence' (1) this is developed by
- 'strengthen their faith' (1)

Reason Two

- 'understand more about' (1) this is developed by
- 'omnipotence' (1)

(b) Explain **two** reasons why visions are important to Muslims.

(4)

One reason why visions are important is because they give signs which may be from Allah. This means that Allah can give signs to change your life for the better through visions, making them important.

Another reason why visions are important is because they can show Muslims prophets or give a message which tells them if Allah is happy with them or not. This means Muslims take these signs seriously or stories and change their ways, old habits and more for the sake of Allah.



The candidate gives two developed reasons, 4 marks.

Reason One

- 'signs which may be from Allah' (1) this is developed by
- 'change your life' (1)

Reason Two

- 'give a message' (1) this is developed by
- 'happy with them' (1)

Question 2(c)

Candidates were assessed on Section Two: Philosophy of Religion.

Bullet point 2.8

The different practical and philosophical solutions offered to the problem of suffering and Allah as compassionate within Islam: Qur'anic, including Surah 2:151–177; **theoretical and practical responses**, including life as a test, prayer and charity; divergent understandings within Islam of their success in solving the problem.

The question asked was:

'Explain **two** ways Muslims may respond to the problem of suffering.

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** ways Muslims may respond to the problem of suffering.

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

(5)

One way muslims may respond to problem of suffering is to give ~~the~~ ~~to~~ the poor. In Quran it says "establish Salah and give Zakat". This means that you should help prevent suffering by donating to charities.

Another way muslims may respond is by praying to Allah. This is so you can talk to Allah about your suffering and in turn get closer to Allah spiritually.



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

Way One

- 'give to the poor' (1) this is developed by reference to a source of wisdom: Qur'an
- 'give Zakah' (1) further developed by 'donating to charities' (1)

Way Two

- 'praying to Allah' (1) this is developed by
- 'talk to Allah about your suffering' (1)

(c) Explain **two** ways Muslims may respond to the problem of suffering.

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

(5)

One way Muslims respond to the problem of suffering is by praying to God and asking for forgiveness or even to remove these sufferings for them. In the Quran it states "Remember Ayub, he struggled with suffering and he prayed ~~to God~~ to God until we removed his suffering and returned his family to him". This quote is the perfect example to show Muslims how to respond to suffering. as it shows Prophet Ayub praying and crying to Allah to remove his suffering as he knows Allah is the most merciful.

Another way Muslims respond to the problem of suffering is by not avoiding prayers and asking for mercy as Muslims know that suffering is part of the test that Allah has put to every human and test their patience.



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

Way One

- 'praying to God' (1) this is developed by
- 'asking for forgiveness' (1) further developed by reference to a source of wisdom: Qur'an
- 'remember Ayub' (1)

Way Two

- 'part of the test' (1) this is developed by
- 'test their patience ' (1)

Question 2(d)

Candidates were assessed on Section Two: Philosophy of Religion.

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).

Some candidates gave good answers giving basic developed reasons for and against but not developing them into chains of reasoning or analysing or evaluating them.

Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the higher levels.

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

Bullet point 2.4

Muslim attitudes towards religious experiences and their use as philosophical arguments for the existence of Allah: the nature of a religious experience; Surah 2:118; divergent understandings of the nature and importance of religious experiences in Islam, with reference to Sunni, Shi'a and Sufi Islam; **Muslim responses to non-religious (including atheist and Humanist) arguments that religious experiences do not provide proof that Allah exists.**

The question asked was:

"Religious experiences are 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.

(d) "Religious experiences are 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)

Most muslims would agree with the statement. This is because they believe in the religious experiences and believe in the Quran and Hadiths that explain past and future religious experiences. In Islam many muslims have had their own experiences and many have been shown in the Quran and Hadiths, some miracles such as splitting the sea, splitting the moon, experiencing the night at Mi'raj. This shows that they are real to muslims because of the historical and current evidence. Many experiences are dreams revealed as a religious experience where a message is sent to those worthy enough to experience such miracles. Miracles are proven because the direct word of God the Quran still exists and is believed to be a miracle as it was brought down by an angel and revealed to the prophet through religious experiences. Therefore religious experiences are revealed to be real in Islam.

However, many non-religious people disagree because experience cannot be scientifically proven. This shows that there is no evidence from word of mouth and individual experiences to religious experiences and miracles. Sometimes however do seem impossible yet occur, but it could just be the low possibility was right and the high chance wrong. Non-religious people believe these may be false or could just be coincidental if one had asked to them through a dream. This is because the mind plays what you think of while you sleep, so coincidents could be a high possibility. This is also important as most non-religious people do not believe in a deity meaning they rely only upon worldly facts such as science and themselves.

To conclude, even though the non-religious argument is quite strong it is mostly denied. However, there is substantial evidence in Quran and Hadith of religious experiences, and God's aid. Muslims had witnessed the Battle where 313 Muslims stood against thousands of others and get defeated them. Another religious experience. Therefore, the argument for is stronger.



This response reaches Level 3, 9 marks because:

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

On the first page they present an argument with a number of examples of religious experiences. The candidate then goes on to present non-religious arguments against the statement, referring to the lack of evidence and alternate explanations.

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 and include more judgements

(d) "Religious experiences are 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)
Muslims may agree with this statement due to the teachings of Allah's omnipotence, and the Qur'anic verses. It is taught that Allah is omnipotent, thus proving his undeniable power/ability to send prophecies, miracles, visions etc. And, because Allah is real, as creator of everything, religious experiences cannot be fabricated, and therefore must be real. It is also taught in the Qur'an, of many religious experiences that occurred in the history of Islam. The experiences include the revelation of the Qur'an by angel Jibril to Prophet Muhammad, the Night of Power and Ibrahim's sacrifice. All events are religious experiences, with the revelation of the Qur'an particularly striking, as if it had not been revealed, there'd be no evidence

of the Qur'an and Allah, but since there is religious experiences must be real, especially as angels sent by God command the Prophet to "Read".

Non-religious people may disagree with this statement because of lack of proof, and scientific reasoning. Many people claim to experience divine and religious experiences, especially in tough or stressful situations. But there is no proof that this occurred at all, only word of mouth, and without physical proof or eyewitnesses, religious experiences simply cannot be plausible. Science may also be a responsible explanation for this occurrence, as visual and auditory hallucinations are researched and proved theories for these "religious experiences", thus making the idea of divine meddling impossible.

Overall, religious experiences appear to be false due to the overwhelming lack of evidence, and that religion is not scientifically factual.

(Total for Question 2 = 24 marks)



The candidate gains Level 3, 9 marks because:

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

In the first paragraph they present an argument about the power of Allah and the evidence of religious experiences in the Qur'an.

On the second page they offer arguments against the statement from a non-religious point of view about the lack of evidence and alternative explanations.

The understanding of Islamic beliefs is sound 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

Question 3(a)

Candidates were assessed on Section Three: Living the Muslim Life

Bullet point 3.7

Jihad: the origins, meaning and significance of Jihad in Islam; **divergent understandings of Jihad within Islam, including the difference between lesser and greater Jihad**; the conditions for declaration of lesser Jihad, including reference to Surah 2:190–194 and 22:39; the importance of Jihad in the life of Muslims.

The question asked was:

'Outline **three** Muslim beliefs about greater Jihad.'

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

3 (a) Outline three Muslim beliefs about greater Jihad.

(3)

Firstly, one muslim belief about greater jihad is that it is a daily struggle. Secondly, that it is an internal battle to follow Allah's word. Thirdly, it is more important than lesser Jihad.



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

- Belief one 'daily struggle' (1)
- Belief two 'internal battle' (1)
- Belief three 'more important than lesser Jihad' (1)

3 (a) Outline **three** Muslim beliefs about greater Jihad.

(3)

One Muslim belief about Greater Jihad is it is a personal conflict/struggle.

Another Muslim belief is it is a daily thing.

Another Muslim belief is it tests Muslims on their Imaan.



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

- Belief one 'personal conflict/struggle' (1)
- Belief two 'daily thing' (1)
- Belief three 'tests Muslims on their imaan' (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** challenges a Muslim may face in attending 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** challenges a Muslim may face in attending Hajj.

(4)

one challenge a muslim may face in attending Hajj is getting pushed and barged everywhere and can easily get injured. This means they might find it hard and would want to give up easily. Another challenge a muslim may face in attending Hajj is not being financially stable. This means some people may not afford going to Hajj but wants to do it as it's a part of the 5 pillars of Islam.



The candidate gives two developed challenges, 4 marks

Challenge One

- 'pushed and barged' (1) this is developed by
- 'get injured' (1)

Challenge Two

- 'financially stable' (1) this is developed by
- 'not afford' (1)

(b) Explain **two** challenges a Muslim may face in attending Hajj.

(4)

One challenge Muslims may face on Hajj is the extreme heat and the weather conditions because the elderly may be unable to cope. This means that Muslims have to be very considerate of their health whilst using the house of God as they may become unwell or may deteriorate.

Another challenge Muslims may face in attending Hajj is the expensive price of the tickets which not all Muslims can afford. This means that some Muslims are unable to follow ^{one of} the 5 pillars of Islam ^{as} Hajj is a compulsory duty all Muslims should undertake at least once in their life.



The candidate gives two developed challenges, 4 marks.

Challenge One

- 'extreme heat' (1) this is developed by
- 'unable to cope' (1)

Challenge Two

- 'expensive price' (1) this is developed by
- 'afford' (1)

Question 3(c)

Candidates were assessed on Section Three: Living the Muslim Life

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:

'Explain **two** ways Muslims can fulfil the Ten Obligatory Acts.

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.

→ Salah
→ Zakah

(c) Explain **two** ways Muslims can fulfil the Ten Obligatory Acts.

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

(5)

One way Muslims can fulfil the Ten Obligatory Acts is to pray 5 times a day. The Qur'an states "Bow down and be among those who are prostrate". This means that praying regularly strengthens your connection with Allah and fulfils one of the Ten Obligatory Acts.

Another way Muslims can fulfil the Ten Obligatory Acts is to give 2.5% tax of their wealth every year, this is giving zakat. This means that giving to charity and helping those in need can help Muslims fulfil the Ten Obligatory Acts.



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

Way One

- 'to pray' (1) this is developed by reference to a source of wisdom: Qur'an
- 'bow down' (1) further developed by
- 'strengthens your connection' (1)

Way Two

- 'give 2.5%' (1) this is developed by
- 'giving zakat' (1)

(c) Explain **two** ways Muslims can fulfil the Ten Obligatory Acts.

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

(5)

One of the 10 obligatory acts is salah and can be fulfilled through daily prayer. The Quran says that "those who bow" will be greatly rewarded. Muslims can fulfil the 10 obligatory act by praying daily which ~~strengthens~~ builds and strengthens the relationship between God and humans.

Another way is through Zakah. Giving to charity can happen at the end of every year redistributing wealth within the Muslim Ummah. Zakah can bridge the gaps between the rich and poor.



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

Way One

- 'daily prayers' (1) this is developed by reference to a source of wisdom: Qur'an
- 'those who bow' (1) further developed by
- 'strengthen the relationship' (1)

Way Two

- 'through Zakah' (1) this is developed by
- 'giving to charity' (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).

Some candidates gave basic developed answers giving reasons for and against but not analysing or evaluating them. They also did not show the ability to develop the arguments into chains of reasoning.

Formulas and writing frames restricted the flow of the arguments restricting students' progression to the higher level.

'd' items are marked using a levels-based mark scheme and 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:

"Belief in the Shahadah is all that a Muslim needs to live the Muslim life."

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 Q03(d), SPaG

*(d) "Belief in the Shahadah is all that a Muslim needs to live the 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 may agree that belief in the Shahadah is all that is needed for a Muslim to live their life because it is the core declaration of faith which makes people a Muslim. In the Quran, the Shahadah is that "there is only one God, and prophet Muhammad is His messenger". This teaches Muslims ~~that~~ to believe in monotheism which allows Muslims to flourish and affect the way they live their life as they only worship Allah. This is a strong argument because without the Shahadah, ~~a Muslim can't~~ ^{people cannot} be a Muslim as that is the first belief Muslims need to accept.

However, some Muslims may believe that Salah is all that is needed to live a good Muslim life because Muslims have the chance to connect with Allah 5 times a day. The Quran teaches "prayer restrains outrageous and unacceptable behaviour". This means that Muslims learn self-control and stop themselves from committing bad deeds as they are more closer to Allah and can thank Him for all the blessings they have in this life whilst also seeking forgiveness for any wrong they have done. This is a weak argument as it ~~acknowledges~~ ^{acknowledges} how Salah motivates Muslims to do good but fails to consider how the Shahadah is also required.

during prayer.

Other Muslims may agree that the Shahadah is all that is needed because it establishes their belief in Allah and allows them to carry as much as good deeds as possible. The Quran reveals how "God is one, God is eternal". This teaches Muslims about God's qualities which motivates Muslims to have hope for their future as they must try to worship Allah and gain good deeds. This is a strong argument as it considers how the Shahadah is the foundation of Islam which upholds many beliefs and practices.

Some Muslims may believe that Hajj is all a Muslim needs to use their life because they can ^{both} physically ~~be~~ and spiritually develop to become closer to Allah. The Quran teaches that "pilgrimage is a duty owed to those who are able to undertake it". This means that Muslims must have this opportunity once in their lifetimes to use the name of God and appreciate Islam as they understand the history of Islam. This is a strong argument as Muslims can worship as much as possible and always focus on remembering Allah in this holy site.

To conclude, the 1 time Shahadah is the most a Muslim needs to use their life because it is one of the 5 pillars in Islam which allows Muslims to submit to Allah, and show their belief.



This response reaches Level 4, 10 marks because:

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 supporting argument about the importance of the Shahadah as a foundational belief.

They go on to attempt appraisal but this is not successful because they merely add another point to the same argument.

The candidate then goes on to present an opposing argument that Salah is the most important due to its role in controlling behaviour. The candidate appraises this argument in a basic way by refuting this argument with a counter point, making a judgement about the validity of the previous point.

The candidate gives further arguments for and against, including statements that suggest appraisal, which are, in fact, merely adding further points to the existing argument.

The previous appraisal is basic so the response moves up to the lowest level of Level 4.

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

- Develop the appraisal by making judgements about the quality of the arguments/evidence

* (d) "Belief in the Shahadah is all that a Muslim needs to live the Muslim life."

↗ deen + iman.

↓ Evaluate this statement considering arguments for and against.

Hujj

In your response you must:

- refer to Muslim teachings
- reach a justified conclusion.

(15)

Some Muslims may ~~say~~ think belief in the shahadah is all a Muslim requires because it is the very essence of what Islam is. The shahadah means "Allah is the only God and Muhammad is his messenger." This means that these statements are the foundation of what Islam is and is all that a Muslim requires to live the Muslim life as the whole religion of Islam revolves around the meaning of the shahadah by including Tawhid and Ritalah.

However some Muslims disagree and think the shahadah is not enough because the Quran teaches other necessary things like salah. For example, the Quran states that "prayer restrains outrageous behaviour" showing the significance of salah. Shahadah alone is not enough because there are 5 pillars of Islam, not one, and all need to be met in order to be a ^{proper} muslim. Salah is one of them and important as it allows Muslims to seek forgiveness and repent so they can achieve jannah.

Some Muslims believe ~~that~~ the Shahadah is an ~~thing~~ they require to live a Muslim life because it is the most important requirement in Islam. For example, it is recited at birth, during adhaan, and at death and even in Salah. This shows how important it is in Islam and sets it apart from other religions like Christianity as it shows that Muhammad is Allah's messenger, proving to be the basis of Islam.

Some Muslims disagree as they believe that there is more to Islam than just the Shahadah and that Allah has commanded things like Hajj. In the Quran, it says, "pilgrimage to the House is a duty,". This shows how Allah made it a requirement for ~~only~~ Muslims to perform Hajj, meaning that ^{healthy} Muslims need to perform it in order to live a proper Muslim life, showing how all 5 pillars of Islam are significant.

In conclusion, I believe that Shahadah is not the only thing a Muslim requires to live the Muslim life because it alone will not mean a Muslim is following the word of Allah as the Quran states that all 5 pillars are equal and need to be performed for Jannah.



The candidate gains Level 3, 9 marks because:

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

In the first part they present a supporting argument about the Shahadah incorporating the essence of Islam. The candidate then offers an argument against stating the importance of Salah as an alternative.

On page 2 the candidate offers further arguments, both for and against, that show sound knowledge but no appraisal.

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

- Include judgement of evidence
- Develop appraisal by evaluating strengths and weaknesses of the points made

Question 4(a)

Candidates were assessed on Section Four: Equality

Bullet point 4.7

Muslim attitudes to social justice: Muslim teachings and responses to and teachings about the nature of the distribution of wealth and opportunity in the UK and the world; **Muslim teaching about social justice**, including Surah 7:155–157; the different ways Muslims work for social justice; links to situation ethics and Muslim responses to them.

The question asked was:

'Outline **three** Muslim beliefs about social justice.'

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

4 (a) Outline **three** Muslim beliefs about social justice.

(3)

One belief about social justice is that allah intended for muslims to be equal

another belief about social justice is that muslims should strive for it.

a third belief about social justice is that allah created people to be loving to another.



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

- Belief one 'be equal' (1)
- Belief two 'strive for it' (1)
- Belief three 'loving to another' (1)

4 (a) Outline **three** Muslim beliefs about social justice.

(3)

One belief is that there is no difference between Arabs and non-Arabs.
Another belief is that all humans are as equal as the teeth of a comb.
A final belief is that there should be no discrimination against certain groups of people.



- The candidate outlines three beliefs in three separate sentences, 3 marks.
- Belief one 'no difference' (1)
- Belief two 'humans are as equal' (1)
- Belief three 'no discrimination' (1)

Question 4(b)

Candidates were assessed on Section Four: Equality

Bullet point 4.4

Muslim attitudes to prejudice and discrimination: Muslim teachings and responses to the nature of prejudice and discrimination, including Surah 49:13, **and the problems they cause**, including links to situation ethics; Muslim teachings on why prejudice and discrimination against religions is wrong.

The question asked was:

'Explain **two** problems discrimination may cause for Muslims.'

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** problems discrimination may cause for Muslims.

(4)

One problem is Muslims may feel shunned from society, this means that they may retaliate with violence due to the discrimination and gain bad deeds. Another problem discrimination caused for Muslims is they may lose their faith or have it weakened as they don't feel welcome as a Muslim.



The candidate gives two developed problems, 4 marks

Problem One

- 'shunned from society' (1) this is developed by
- 'retaliate with violence' (1)

Problem Two

- 'lose their faith' (1) this is developed by
- 'don't feel welcome' (1)

(b) Explain **two** problems discrimination may cause for Muslims.

(4)

One problem is lack of worship. Places of discrimination won't have mosques or prayer mats for Muslims which will ~~lessen their worship~~. Places of discrimination can prohibit places like Mosques which means Muslims can't participate in worship like Jummah which is Sunnah in Islam.

Another is the lack of opportunities. Another is the lack of opportunities. Muslims won't be able to ~~receive income~~ get jobs perhaps and therefore unable to take care of themselves or their family which may lessen their faith in Allah.



The candidate gives two developed problems, 4 marks

Problem One

- 'lack of worship mosques' (1) this is developed by
- 'can't participate in worship' (1)

Problem Two

- 'lack of opportunities' (1) this is developed by
- 'won't be able to get jobs' (1)

Question 4(c)

Candidates were assessed on Section Four : Equality

Bullet point 4.3

Muslim attitudes towards religious freedom: different Muslim teachings and responses to the nature and importance of religious freedom, including Surah 2:255–257; the divergent responses of Muslims to a multi-faith society; the benefits and challenges for Muslims living in a multi-faith society; **Muslim responses to non-religious arguments (including atheist and Humanist) against aspects of religious freedom.**

The question asked was:

‘Explain **two** Muslim responses to non-religious arguments against freedom of religion. 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~~ Muslim responses to non-religious arguments against freedom of religion.

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

(5)

One response to a non-religious argument against freedom of religion is that ~~freedom~~ it's allowed. The Quran states "You have your religion and I have mine". This clearly shows how we are ~~to~~ free to choose any religion we want, without any forcement and any difficulty.

Another response is that religious freedom is not allowed. This means that only Islam is the true religion and therefore no other religion should be followed.



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

Response One

- 'allowed' (1) this is developed by reference to a source of wisdom: Qur'an
- 'you have your religion' (1)
- further developed by 'without any forcement' (1)

Response Two

- 'not allowed' (1) this is developed by

- 'only Islam is the true religion' (1)

(c) Explain **two** Muslim responses to non-religious arguments against freedom of religion.

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

(5)

Muslims believe in religious freedom.

The Quran states, "he believes in his religion and I believe in mine".

This is important as Muslims support religious freedom because it allows them to practice their faith freely.

On the other hand ~~as~~ some Muslims may criticise religious freedom as it allows

Muslims to also leave the fold of Islam as well as join it. This is because

Muslims believe that you shouldn't leave Islam and see it as a bad thing.



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

Response One

- 'believe in religious freedom' (1) this is developed by reference to a source of wisdom: Qur'an
- 'he believes in his religion' (1) further developed by
- 'practice their faith freely' (1)

Response Two

- 'criticise religious freedom' (1) this is developed by
- 'leave the fold' (1)

Question 4(d)

Candidates were assessed on Section Four: Equality

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 students' progression to the highest level.

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

Bullet point 4.5

Muslim attitudes towards racial harmony: Muslim teachings about racial harmony; different reasons and ways Muslims have worked for racial harmony, **including teachings on racial harmony in the Final Sermon of Muhammad, and those that may reflect ethical theory**; the benefits for Muslims of living in a multi-ethnic society.

The question asked was:

"Racial harmony is the most important issue in society."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(d) "Racial harmony is the most important issue in society."

Evaluate this statement considering arguments for and against.

In your response you must:

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

Y - Allah

N - CC

N - W

Y - d

(12)

I believe the statement is true. Allah created humans in all races, but we are all the same and equal. We are all the creation of Allah. However, discriminating someone because of their race is going against Allah's creation. Mankind was created by Allah ~~to give~~ to give us the gift of life. Our appearance is not important. After Izrail has collected our souls, we will all have different bodies, so we must not judge our appearance as it is only temporary. Moreover, muslims are in all races, but this still means that they are the same and are to be treated like family.

However, some may argue that climate change is the most important issue. This is because it is destroying one of ^{Allah} ~~God's~~ creations. ~~However, Allah created the earth for~~ He made the world for us, and by abusing it, we are going against him and his will, which is very sinful. Some may also say that climate change affects all of humanity, but racial harmony does not.

offend anyone.

Moreover, some muslims may argue that issues like war are far more important in society as this causes thousands, if not millions of deaths. This is very horrible and Allah did not create humans to fight each other, but to live in harmony.

~~However~~ However, ~~the~~ the lack of racial harmony is what can cause these wars. Racial harmony can create many issues in the world, therefore solving it, may solve many other problems in the world as well. Also, lesser ~~should~~ teaches muslims that they may fight if someone goes against muslims as they are wronging Allah. Therefore, war may not always be a sinful act, as long as you are doing it to ~~defend~~ defend Allah's name.

Ultimately, I believe that racial harmony is the most important issue as it causes a lot of ~~the~~ issues that later grow into even bigger issues.



This response reaches Level 2, 6 marks because:

The first argument is developed into a chain of reasoning using sound knowledge about Muslim teachings on racial equality.

The response goes on to give further arguments for and against, for example about the importance of other issues, such as global warming. The level of knowledge and reasoning presented would suggest an answer at Level 3. However, it does not include reference to ethical arguments so is capped at Level 2.

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

- Develop the arguments further into chains of reasoning
- Demonstrate a wider understanding of knowledge by presenting ethical argument

Note: (d) responses that are one-sided, or do not include all the arguments expected as set out in the question (eg this (d) question asks for reference to ethical arguments), are capped at Level 2.

(d) "Racial harmony is the most important issue in society."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(12)

Many Muslims would agree with this statement due to the fact that we don't have much racial harmony in our society. Racial harmony is the idea that we are all equal and that there is no discrimination in our society, but we do not possess this, and this leads to things like rioting, wars, evil all around the world due to our race, and this prevents peace within the world. In the Prophet's first sermon he said, "No Arab, black, white is superior to another." Suggesting how, if we all disregard one another's race and live by how a person actually is, then there will be racial harmony and peace.

However, some Muslims may not agree with this statement looking at other aspects of issues in the world today like global warming or global issues, suggesting how that is impacting us more rather than the hate that is going

on towards one another right now. There is also the question of how global warming is going to be tackled if there is no racial harmony, how will one another work together to get rid of this when one another just send hate to each other.

In conclusion most Muslims would agree with the statement due to the fact that racial harmony is a big issue and how there is so much hate towards one another, however some Muslims may disagree with the statement due to the fact that they look at other issues in the world and base their ideas on that, but the statement is very convincing.



The candidate receives Level 2, 6 marks because:

The first argument is developed into a chain of reasoning using sound knowledge about the importance of racial harmony and Muslim teachings.

The response goes on to give further arguments for and against, for example about the importance of other issues, such as global warming. They then appraise this by suggesting that without racial harmony it is not possible to work on solving these global issues.

The level of knowledge and reasoning presented would suggest an answer at Level 3. However, it does not include reference to ethical arguments so is capped at Level 2.

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

- Develop the arguments further into chains of reasoning
- Demonstrate a wider understanding of knowledge by presenting ethical argument

Note: (d) responses that are one-sided, or do not include all the arguments expected as set out in the question (eg this (d) question asks for reference to ethical arguments), so is capped at Level 2.

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
- 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. They should appraise the reasons given, for and against the statement.
- Candidates should develop basic arguments further into chains of reasoning and refer to non-religious and ethical argument where expected
- 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>

