



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE
In Religious Studies (9RS0)
Paper 4D: Islam

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by 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 www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

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: www.pearson.com/uk

Summer 2025

Question Paper Log Number P74173

Publications Code 9RS0/4D 2506_MS

All the material in this publication is copyright

© Pearson Education Ltd 2025

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 4D: Islam – Mark scheme

Question number	Answer
1	8 marks AO1 AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question. Candidates may refer to the following. • The martyrdom of Husain took place at the Battle of Karbala. • Husain was travelling to Kufa with a caravan of his family which included women and children. • Prominent members of Husain's family were martyred including Abbas ibn Ali. • Yazid's army blocked access to the Euphrates river in an attempt to gain submission of Husain. • The battle took place on the Day of Ashura on the 10th of Muharram which is commemorated by Shi'a Muslims.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Answer
2	4 marks AO1, 8 marks AO2 AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding when responding to the question, and in meeting AO2 descriptors described below. Candidates may refer to the following in relation to AO1. • Shari’ah law is traditionally comprised of the Qur’an, Hadith, Ijma and Qiyas. • Islamic schools of Law (Madhaahib) have helped operationalise Shari’ah law for everyday Muslims. • The development of Shari’ah law took place from the time of the Prophet up to the Abbasid Period. AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding. Candidates may refer to the following in relation to AO2. • There are contemporary issues that are not specifically addressed in Qur’an and Hadith. Therefore, there are some Muslims who argue that Shari’ah law requires reinterpretation for the modern world. • There are some Muslims who object to moral relativism which is found in modern society. As a result of this, some Muslims advocate a return to moral absolutism found in some interpretations of Shari’ah law. • The modern world has seen the progression of issues around gender and sexual behaviour. Because of this, some may view Shar’iah law as outdated and no longer relevant. • Contemporary issues are addressed by various councils of scholars. For this reason, it is very important for Muslims to engage with credible contemporary scholars and to be aware of the different opinions that exist. Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	- A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). - Information/issues are identified (AO2). - Judgements are supported by generalised arguments (AO2).
Level 2	5–8	- A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). - Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). - Judgements of a limited range of elements in the question are made (AO2).

Level	Mark	Descriptor
Level 3	9–12	- A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). - Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). - Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3(a)	10 marks AO1 AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question. Candidates may refer to the following. - The Qur'an is regarded as the Speech of Allah by Muslims. - A fundamental purpose of the Qur'an is to provide guidance to humanity. - The Qur'an provides spiritual, moral, social and legal guidance. - As a result of Qur'anic revelation, Shari'ah law has been developed for Muslims. - The Qur'an teaches humankind that this life is a test and that there is life after death. - The five pillars and Six Beliefs are taught within the Qur'an.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). - Knowledge and understanding of key religious ideas and beliefs is superficial (AO1). - Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).

Level 2	4–6	• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).
Level 3	7–10	• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).

Question number	Indicative content
3(b)	5 marks AO1, 15 marks AO2 AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below. Candidates may refer to the following in relation to AO1. • The Qur'an is the foundation of Islam and contains many moral teachings, such as relationships and social interaction. • It took 23 years for the Qur'an to be revealed and it created a new moral framework for the whole region. • The Qur'an has spread across the whole world and Muslims believe it contains a universal message across all time. AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding. Candidates may refer to the following in relation to AO2. • The Qur'an is supplemented with the Hadith and Sunnah. Therefore, the life of the Prophet Muhammad is vital for understanding the morality found in the Qur'an. • The morality in the Qur'an has given rise to Islamic ethics. As a result, there is fluidity in how morals are contextually applied. • There are differing understandings between legalist and liberationist readings of the Qur'an. For this reason, there may be differing interpretations of Islamic morality. • Islamic morality was traditionally reflected in Shari'ah law by the schools of law (Madhaahib). Therefore, it can be argued, it is important that Muslims also have reference to Islamic scholarship to understand how morality is applied. • Islamic morality can be context and situation dependant. As a result of a lack of Islamic education, some Muslims may misapply Islamic morals. • At its core, the morality in the Qur'an is founded on compassion and mercy. Therefore, contemporary rulings also have to incorporate these values. Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are selected (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2).

Level 2	5–8	• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).
Level 3	9–12	• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).
Level 4	13–16	• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question, which are supported by the appraisal of some evidence (AO2).
Level 5	17–20	• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Question number	Indicative content
4	5 marks AO1, 25 marks AO2 AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below. Candidates may refer to the following in relation to AO1. • The five pillars are referenced in Hadith Jibreel and are core features of Islam. • The application of the five pillars are explained in Islamic schools of law along with their individual requirements. • The five pillars are generally acknowledged by both Sunni and Shi'a Muslims which highlights their importance. AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding. Candidates may refer to the following in relation to AO2. • The Islamic schools of law differ in their methodologies and interpretation of primary sources. Therefore, there is variation of practice of the five pillars. • In the modern world, there are groups in Islam that deny Hadith literature which contains many details of how the five pillars are to be performed. As a result of this, their application of the five pillars can vary greatly compared to other Muslims. • The modern world with its seeming over reliance on technology can emphasise individual freedom and personal comfort. This may influence Muslims to challenge the importance of the five pillars, especially if they contain any level of discomfort or hardship such as fasting. • Personal identity can become fluid in the modern world and people can define themselves how they wish. Therefore, the five pillars may be of greater importance for some Muslims due to their concrete features and consequently less important for others. • Whilst there may be variations of practice, the five pillars are widely accepted by Muslims. As a result of this, their shared experience can create closer bonds between Muslims in the modern world and therefore have greater importance. • The texts used to outline the five pillars are considered to have a divine origin. As a result of this, their divine origin cannot be verified or falsified (This shows links to Philosophy of Religion). • Due to the universality and commonality of the five pillars such as approaches to prayer and fasting in Ramadan, there may be greater emphasis on equality found within the ummah (This shows links to Religion and Ethics). • The practice of the five pillars is interpreted differently as a result of a range of textual interpretations (This shows links to New Testament Studies).

	Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.
--	---

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2). • Judgements made with no attempt to appraise evidence (AO2). • Conclusions are provided but are simplistic and/or generic (AO2).
Level 2	7–12	• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made (AO2). • Judgements made with little or no attempt to appraise evidence (AO2). • Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).
Level 3	13–18	• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of some of the elements in the question are made (AO2). • Judgements are supported by an attempt to appraise evidence (AO2). • Conclusions are provided, which logically draw together ideas and are partially justified (AO2).
Level 4	19–24	• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2). • Reasoned judgements are supported by the appraisal of some evidence (AO2). • Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).

Level 5	25–30	• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2). • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).
		• Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).