

OXFORD AQA

INTERNATIONAL QUALIFICATIONS

INTERNATIONAL GCSE

ISLAMIAT

9237/1

Paper 1 Living the Muslim life

Mark scheme

Specimen

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

Copyright information

OxfordAQA retains the copyright on all its publications. However, registered schools/colleges for OxfordAQA are permitted to copy material from this booklet for their own internal use, with the following important exception: OxfordAQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 OxfordAQA International Examinations and its licensors. All rights reserved.

Section A

Islam: Beliefs and teachings

Question	Part	Marking guidance	Total marks
1	1	<p>Name one quality that describes the nature of Allah.</p> <p>One mark for any correct answer given.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • <i>Ar-Rehman</i> (The Most Gracious) • <i>Ar-Raheem</i> (The Merciful) • <i>Al-Khaliq</i> (The Creator) • <i>Al-Waheed</i> (The One) • <i>Al-Wadood</i> (The All-loving) • <i>Al-Ghafoor</i> (The All-forgiving) <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate</p>	<p>1</p> <p>AO1 = 1</p>

Question	Part	Marking guidance	Total marks
1	2	<p>Give two Muslim beliefs about the Prophet Ibraheem (AS).</p> <p>One mark for each correct answer, up to a maximum of two marks.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Ibraheem (AS) was tested by Allah in many ways. • He fulfilled his test and commands given to him by God, including willingness to sacrifice his son Ismail. • Allah replaced his son with a lamb. • Hazrat Muhammad ﷺ descended from Ibraheem (AS) through his first son Ismail. • He is known as <i>Khaleel ul Allah</i> (friend of Allah). • He destroyed the idols and reinstated monotheistic beliefs. • He performed miracles, for example he was protected by Allah when thrown into the fire. • Ibraheem (AS) rebuilt the <i>Ka'aba</i> with his son Ismail. • Ibraheem (AS) is remembered during some of the rituals of <i>Hajj</i> etc. <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Part	Marking guidance	Total marks
1	3	<p>Explain two reasons why angels are important in Islam.</p> <p>One mark for each reason identified, and one additional mark for a suitable explanation of that reason.</p> <p>A maximum of two marks for each reason.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Angels were created of light (1). This shows that they are sinless, pure and allow messages to be sent in their purest form/ the Qur'an describes them as messengers with wings [Qur'an 35:1] (1). • Angels have various roles linked to human beings (1). Jibril (AS) revealed the Qur'an [Qur'an 2:97] showing the importance of their role (1). • Some say angels record the deeds of a person's life in the book (1). This shows their importance as this will be read at the final judgement (1). • Angels serve and praise Allah [Qur'an 21:20] and act as God commands them [Qur'an 21:26–7] (1). This shows that they are always in the obedience of Allah (1). <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p>4</p> <p>AO1 = 4</p>

Question	Part	Marking guidance	Total marks
1	4	<p>Explain two ways in which the belief in life after death influences Muslims today.</p> <p>Use one teaching from the Qur'an or Hadith in your answer.</p> <p>When assigning AO1 marks, give one mark for each influence identified, and one additional mark for a suitable explanation of that influence. A maximum of two marks for each influence.</p> <p>When assigning AO2 marks on the use of the teaching from the Qur'an or Hadith, give:</p> <ul style="list-style-type: none"> • one mark for a general reference to a teaching from the Qur'an or Hadith • two marks for a specific and accurate reference to a teaching from the Qur'an or Hadith which is applied directly to the question. <p>Possible answers (AO1):</p> <ul style="list-style-type: none"> • Those who fear punishment in hell are motivated to avoid doing evil (1). For example, they will not drink alcohol, do haram acts (1) • Similarly, those who are wronged have confidence in God's judgement (1). They will see evil punished and face punishment (1). • Those who look forward to the rewards of the afterlife are motivated to do good and to obey <i>Shariah</i> law (1), they will carry out the pillars (1). • Some welcome death because they are expecting a favourable reward (1). This includes some who are prepared to die as martyrs for their beliefs for the reward in the afterlife (1). <p>Possible uses of teachings from the Qur'an or Hadith (AO2): The</p> <ul style="list-style-type: none"> • The Qur'an teaches that souls will be questioned for what they have done (1). 'They will dwell amid scorching wind and scalding water in the shadow of black smoke, neither cool nor refreshing' (Qur'an 56:42-44) which influences Muslims to avoid evil (1). • Islam teaches equality and fairness (1). In the Qur'an Allah says 'But those who have faith and work for righteousness, they are companions of the garden. Therein shall they abide forever' (Qur'an 2:82). This encourages Muslims to carry out good deeds (1). • Islam teaches Muslims to prepare for the afterlife (1). The Qur'an warns Muslims about the perils of this day. Allah says 'On the Day a man will flee from his brother. And his mother and his father. And his wife and his children, For every man, that Day, will be a matter adequate for him. [Some] faces, that Day, will be bright. Laughing, rejoicing at good news. And [other] faces, that Day, will have upon them dust. Blackness will cover them. Those are the disbelievers, the wicked ones' (Qur'an 80:34-42) (1). <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p>6</p> <p>AO1 = 4 AO2 = 2</p>

Question	Part	Marking guidance	Total marks																		
1	5	<p>‘Muhammad’s ﷺ most important message was to worship one God.’</p> <p>Evaluate this statement.</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> refer to the passage in your answer to support your arguments and other sources of authority give reasoned arguments to support this statement give reasoned arguments to support other points of view 	<p>12</p> <p>AO2 = 12</p>																		
		<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Success criteria</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>10-12</td> <td> <ul style="list-style-type: none"> A well-argued response, with thorough consideration of different points of view. Logical chain of reasoning leading to a judgement that is well supported by detailed and relevant evidence and information. Excellent use of the passage or another source of authority provided, with references applied directly to the issue. </td> </tr> <tr> <td>3</td> <td>7-9</td> <td> <ul style="list-style-type: none"> Reasoned consideration of different points of view. Logical chain of reasoning supported by relevant evidence and information. Good use of the passage or another source of authority with references linked to the issue. </td> </tr> <tr> <td>2</td> <td>4-6</td> <td> <ul style="list-style-type: none"> Some reasoned consideration of one or more points of view. Generally logical chain of reasoning drawing on evidence and information which is mostly relevant. Limited use of the passage or another source of authority <p>Note: maximum Level 2 if only one point of view is considered.</p> </td> </tr> <tr> <td>1</td> <td>1-3</td> <td> <ul style="list-style-type: none"> Basic consideration of one or more points of view Chain of reasoning is basic or implicit, drawing on some relevant evidence and information. Little or no use of the passage or another source of authority to support a point of view. <p>Note: maximum Level 1 if there is no reference to the passage or another source of authority in the response.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>Nothing worthy of credit</td> </tr> </tbody> </table>	Level	Marks	Success criteria	4	10-12	<ul style="list-style-type: none"> A well-argued response, with thorough consideration of different points of view. Logical chain of reasoning leading to a judgement that is well supported by detailed and relevant evidence and information. Excellent use of the passage or another source of authority provided, with references applied directly to the issue. 	3	7-9	<ul style="list-style-type: none"> Reasoned consideration of different points of view. Logical chain of reasoning supported by relevant evidence and information. Good use of the passage or another source of authority with references linked to the issue. 	2	4-6	<ul style="list-style-type: none"> Some reasoned consideration of one or more points of view. Generally logical chain of reasoning drawing on evidence and information which is mostly relevant. Limited use of the passage or another source of authority <p>Note: maximum Level 2 if only one point of view is considered.</p>	1	1-3	<ul style="list-style-type: none"> Basic consideration of one or more points of view Chain of reasoning is basic or implicit, drawing on some relevant evidence and information. Little or no use of the passage or another source of authority to support a point of view. <p>Note: maximum Level 1 if there is no reference to the passage or another source of authority in the response.</p>		0	Nothing worthy of credit	
Level	Marks	Success criteria																			
4	10-12	<ul style="list-style-type: none"> A well-argued response, with thorough consideration of different points of view. Logical chain of reasoning leading to a judgement that is well supported by detailed and relevant evidence and information. Excellent use of the passage or another source of authority provided, with references applied directly to the issue. 																			
3	7-9	<ul style="list-style-type: none"> Reasoned consideration of different points of view. Logical chain of reasoning supported by relevant evidence and information. Good use of the passage or another source of authority with references linked to the issue. 																			
2	4-6	<ul style="list-style-type: none"> Some reasoned consideration of one or more points of view. Generally logical chain of reasoning drawing on evidence and information which is mostly relevant. Limited use of the passage or another source of authority <p>Note: maximum Level 2 if only one point of view is considered.</p>																			
1	1-3	<ul style="list-style-type: none"> Basic consideration of one or more points of view Chain of reasoning is basic or implicit, drawing on some relevant evidence and information. Little or no use of the passage or another source of authority to support a point of view. <p>Note: maximum Level 1 if there is no reference to the passage or another source of authority in the response.</p>																			
	0	Nothing worthy of credit																			

		<p>Possible answers:</p> <p>Arguments for</p> <ul style="list-style-type: none"> • The given verse (Qur'an 9: 128-129) reminds Muslims to trust in Allah and to worship him alone. Regardless of the actions of the non-believers it is Allah who has control over everything, and this reinforces the importance of the belief in <i>Tawhid</i>. • Muhammad ﷺ reinstated monotheistic belief/ 'Say, He is Allah the one.' (Qur'an 1:112). Worshipping only one God is mentioned in the <i>Shahadah</i>, which Muhammad ﷺ preached all to embrace Islam. • Muhammad ﷺ spent 23 years calling people to <i>Tawhid</i>. This shows the importance of this call. <i>Tawhid</i> is the cornerstone of Islam, as worshipping one God is a very important message in Islam. It represents a rejection of Bedouin polytheistic beliefs of the time and the worship of idol Gods. • <i>Tawhid</i> also distinguishes Muslims from Christian belief. It rejects the Christian view that Jesus is the Son of God and warned people to not worship him or equate him with Allah (Qur'an 12:8). • The worship of God returns people to the beliefs of past prophets like Ibraheem (AS) and Moses (AS), who also preached pure monotheism. Worshipping anyone other than God is considered a grave and unforgivable sin of <i>Shirk</i>. <p>Other views</p> <ul style="list-style-type: none"> • It could be argued that although the given verse (Qur'an 8: 128-129) instructs Muslims to believe in Allah, its key teachings are about trust and faith rather than monotheism. • While <i>Tawhid</i> is important, it could be argued that belief without practice is redundant. Therefore, the acts of worship included in the Five Pillars may be evaluated as equally as important. • Other aspects of Muhammad's ﷺ message could also be highlighted as important. These might include equality for all including women and slaves, and the condemnation of practices such as female infanticide (Qur'an 6:58-59). • The Prophet ﷺ also preached extensively about the equal treatment of the poor and minorities, and promoted social justice and community welfare through the giving of charity and the freeing of slaves. • The Qur'an and the Prophet ﷺ emphasised law and order. He opposed robbery, usury, bloodshed, and lifelong family enmity between tribes. • It may also be argued that to follow all the teachings of the Qur'an and his <i>Sunnah</i> are equally as important as worshipping one God. <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	
--	--	--	--

Section B

Islam: Practices

Question	Part	Marking guidance	Total marks
2	1	<p>Name one religious action Muslims perform during the ‘Night of Power’ (<i>Laylat ul-Qadr</i>)</p> <p>One mark for any correct answer given.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Praying <i>Taraweeh</i>. • <i>Tahajud</i>, <i>Nafil</i> (voluntary) prayer. • Reciting the Qur’an. • Performing <i>Du’a</i> (supplication). • Giving charity or acts of kindness. • Seeking forgiveness. • Sitting in <i>I’tikaf</i>. • Remembering Allah through <i>Tasbih</i> and <i>Zikr</i>. <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p>1</p> <p>AO1 = 1</p>

Question	Part	Marking guidance	Total marks
2	2	<p>Give two Muslim beliefs about <i>Zakah</i>.</p> <p>One mark for each correct answer, up to a maximum of two marks.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • <i>Zakah</i> is paid annually. • It is 2.5% of a Muslim's excess wealth. • It is paid on commodities and animals. • It is paid as it is a direct command of God. • It is not payable for those who do not meet the <i>Zakah</i> threshold (<i>Nisaab</i>). • <i>Zakah</i> helps one appreciate the things that we have. • It makes one value money and spend it appropriately. • It brings people closer to God. • It promotes unity in the <i>Ummah</i>. • It leads to forgiveness of sins and entry to paradise. <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Part	Marking guidance	Total marks
2	3	<p>Explain two ways Muslims celebrate <i>Eid ul-Fitr</i>.</p> <p>One mark for each way identified, and one additional mark for a suitable explanation of that way.</p> <p>A maximum of two marks for each way.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Rise early and bathe (1), because The Messenger of Allah ﷺ used to have a bath on the day of <i>Fitr</i> – Hadith (1). • Consume food before the <i>Eid</i> prayer (usually dates or a sweet dish) (1). This is because Muhammad ﷺ consumed dates before <i>Eid</i> prayer (1). • Give <i>Zakat ul Fitr</i> before the <i>Eid</i> prayer (1), as this was encouraged by the Prophet ﷺ (1). • Exchange gifts and welcome family and friends/ share in a special meal (1). This signifies the end of Ramadhan (1). • Say special prayers (<i>Takbir Tashreeq</i>) (1) ‘(He wants that you must complete the same number (of days), and that you must magnify Allah for having guided you so that you may be grateful to Him’ (Qur’an 2:185) (1). <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p>4</p> <p>AO1 = 4</p>

Question	Part	Marking guidance	Total marks
2	4	<p>Explain two reasons why praying <i>Salah</i> is important in Islam.</p> <p>Use one teaching from the Qur'an or Hadith in your answer.</p> <p>When assigning AO1 marks, give one mark for each reason identified, and one additional mark for a suitable explanation of that reason. A maximum of two marks for each reason.</p> <p>When assigning AO2 marks on the use of the teaching from the Qur'an or Hadith, give:</p> <ul style="list-style-type: none"> • one mark for a general reference to a teaching from the Qur'an or Hadith • two marks for a specific and accurate reference to a teaching from the Qur'an or Hadith which is applied directly to the question. <p>Possible answers (AO1):</p> <ul style="list-style-type: none"> • <i>Salah</i> is one of the Five Pillars of Islam, meaning it is obligatory for all Muslims to complete (1). Prayer brings the <i>Ummah</i> together, especially congregational prayer (1). • It allows Muslims to build a personal relationship with Allah (1). Prayer keeps Muslims in close contact with God and encourages moral and spiritual discipline (1). • It prevents Muslims from committing <i>Shirk</i> (1) and increases <i>Taqwa</i> (1). • It is the key to heaven (1), as the first action a person will be held accountable for on the day of Judgment is <i>Salah</i> (1). <p>Possible uses of teachings from the Qur'an or Hadith (AO2):</p> <ul style="list-style-type: none"> • <i>Salah</i> is one of the Five Pillars of Islam (1) The Qur'an teaches the importance of <i>Salah</i>: 'So, exalt [Allah] with praise of your Lord and be of those who prostrate [to Him]' (Qur'an 15:98) showing the importance of <i>Salah</i> in Islam (1). • Hazrat Muhammad ﷺ instructed his followers to pray <i>Salah</i> (1). Muhammad ﷺ said in a Hadith (Bukhari) that the first thing to be questioned on the day of judgment is <i>Salah</i>, showing its significance in Islam (1). • <i>Salah</i> brings a person closer to God (1). The Qur'an teaches that 'Allah is near' suggesting that <i>Salah</i> enables a Muslim to build a stronger relationship with Allah (1). <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p>6</p> <p>AO1 = 4 AO2 = 2</p>

Question	Part	Marking guidance	Total marks																		
2	5	<p>‘Entering the state of <i>Ihraam</i> is the most important ritual of the <i>Hajj</i> pilgrimage.’</p> <p>Evaluate this statement.</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> refer to the passage in your answer to support your arguments and other sources of authority give reasoned arguments to support this statement give reasoned arguments to support other points of view. <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Success criteria</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>10-12</td> <td> <ul style="list-style-type: none"> A well-argued response, with thorough consideration of different points of view. Logical chain of reasoning leading to a judgement that is well supported by detailed and relevant evidence and information. Excellent use of the passage or another source of authority provided, with references applied directly to the issue. </td> </tr> <tr> <td>3</td> <td>7-9</td> <td> <ul style="list-style-type: none"> Reasoned consideration of different points of view. Logical chain of reasoning supported by relevant evidence and information. Good use of the passage or another source of authority with references linked to the issue. </td> </tr> <tr> <td>2</td> <td>4-6</td> <td> <ul style="list-style-type: none"> Some reasoned consideration of one or more points of view. Generally logical chain of reasoning drawing on evidence and information which is mostly relevant. Limited use of the passage or another source of authority <p>Note: maximum Level 2 if only one point of view is considered.</p> </td> </tr> <tr> <td>1</td> <td>1-3</td> <td> <ul style="list-style-type: none"> Basic consideration of one or more points of view Chain of reasoning is basic or implicit, drawing on some relevant evidence and information. Little or no use of the passage or another source of authority to support a point of view. <p>Note: maximum Level 1 if there is no reference to the passage or another source of authority in the response.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>Nothing worthy of credit</td> </tr> </tbody> </table>	Level	Marks	Success criteria	4	10-12	<ul style="list-style-type: none"> A well-argued response, with thorough consideration of different points of view. Logical chain of reasoning leading to a judgement that is well supported by detailed and relevant evidence and information. Excellent use of the passage or another source of authority provided, with references applied directly to the issue. 	3	7-9	<ul style="list-style-type: none"> Reasoned consideration of different points of view. Logical chain of reasoning supported by relevant evidence and information. Good use of the passage or another source of authority with references linked to the issue. 	2	4-6	<ul style="list-style-type: none"> Some reasoned consideration of one or more points of view. Generally logical chain of reasoning drawing on evidence and information which is mostly relevant. Limited use of the passage or another source of authority <p>Note: maximum Level 2 if only one point of view is considered.</p>	1	1-3	<ul style="list-style-type: none"> Basic consideration of one or more points of view Chain of reasoning is basic or implicit, drawing on some relevant evidence and information. Little or no use of the passage or another source of authority to support a point of view. <p>Note: maximum Level 1 if there is no reference to the passage or another source of authority in the response.</p>		0	Nothing worthy of credit	<p>12</p> <p>AO2 = 12</p>
Level	Marks	Success criteria																			
4	10-12	<ul style="list-style-type: none"> A well-argued response, with thorough consideration of different points of view. Logical chain of reasoning leading to a judgement that is well supported by detailed and relevant evidence and information. Excellent use of the passage or another source of authority provided, with references applied directly to the issue. 																			
3	7-9	<ul style="list-style-type: none"> Reasoned consideration of different points of view. Logical chain of reasoning supported by relevant evidence and information. Good use of the passage or another source of authority with references linked to the issue. 																			
2	4-6	<ul style="list-style-type: none"> Some reasoned consideration of one or more points of view. Generally logical chain of reasoning drawing on evidence and information which is mostly relevant. Limited use of the passage or another source of authority <p>Note: maximum Level 2 if only one point of view is considered.</p>																			
1	1-3	<ul style="list-style-type: none"> Basic consideration of one or more points of view Chain of reasoning is basic or implicit, drawing on some relevant evidence and information. Little or no use of the passage or another source of authority to support a point of view. <p>Note: maximum Level 1 if there is no reference to the passage or another source of authority in the response.</p>																			
	0	Nothing worthy of credit																			

		<p>Possible answers:</p> <p>Argument for:</p> <ul style="list-style-type: none"> • It may be argued that because <i>Ihraam</i> is mentioned earlier on in the given verse (Qur'an 2: 197-199) it shows the significance of this obligation above others. • Entering the state of <i>Ihraam</i> is a compulsory ritual of <i>Hajj</i>. One must enter <i>Ihraam</i> before you reach the perimeter of Makkah (<i>Meeqat</i>), and strict rules must be followed for all who enter the state of <i>Ihraam</i>. • No sexual relations, no arguing with other Muslims, no cutting of nails, no wearing of perfume etc. It is therefore important as without following the rules for <i>Ihraam</i>, a pilgrims's <i>Hajj</i> is invalid or incomplete. • Entering a state of purity for the sake of Allah alone promotes peace, equality and humility. For example, simple clothing symbolizes letting go of materialistic worldly things, and signs of social and financial status are removed for the sake of Allah. This unites Muslims as one <i>Ummah</i>. <p>Other rituals may be seen as more or equally important, including:</p> <ul style="list-style-type: none"> • The verse (Qur'an 2: 197-199) focuses on more than <i>Ihraam</i>. Its focus is on ensuring that the broader rights of <i>Hajj</i> are fulfilled including the etiquettes of <i>Ihraam</i> and the visiting of other sanctified places including Arafat and visiting the grand mosque. • <i>Tawaaf</i> is a compulsory ritual to fulfil <i>Hajj</i> (<i>Tawaf-al-Qudoom</i>). It is compulsory to circumambulate around the <i>Kaab'ah</i> anti-clockwise 7 times to complete the ritual of <i>Tawaaf</i>. This symbolises devotion to Allah and belief in one God / it brings pilgrims closer to Allah. • <i>Tawaaf</i> is performed in tandem with the angels. They also circle the <i>Kaab'ah</i> praising God. The act of <i>Tawaaf</i> also symbolises the orbiting motions of the universe. • Staying at Mina may be considered equally important. This is also considered a compulsory ritual of <i>Hajj</i>. Pilgrims at Mina spend the whole day and night offering prayers. • Travelling to the plain of Arafat to perform <i>Waquf</i> is also important. This is known as the 'Mount of Mercy', and without this, a person's <i>Hajj</i> is not complete. It is where some Muslims believe they will be resurrected on the day of judgment. Pilgrims spend the time praying and making <i>Du'a</i> and seeking forgiveness for sins. • Performing <i>Sa'ee</i> is also important. Here, pilgrims run (or walk fast) back and forth seven times between Safa and Marwah. This signifies the tribulations of Hajar's - the wife of Ibraheem (AS) - journey in search of water. • Stoning the <i>Jamarat</i> at Mina (<i>Rami</i>) is also important. This process is symbolic, representing throwing stones at the <i>Shaitaan</i> and following in the footsteps of Ibraheem (AS). Here they throw stones here to represent Muslims not giving in to the whispers of <i>Shaitaan</i> in their own lives. <p>Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	
--	--	--	--