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**GCSE**  
**RELIGIOUS STUDIES A**  
**8062/15**

Paper 1: Islam

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**Mark scheme**

June 2022

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Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners 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.

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## Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

*Students may include some of the following points, but all other relevant points must be credited:*

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

### Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

### Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

### General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

### **1 mark multiple choice questions**

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

### **2 mark short answer questions**

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

### **4 and 5 mark answer questions**

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

### **12 mark answer questions**

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

## Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

## Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
<b>High performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	3
<b>Intermediate performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall •</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2
<b>Threshold performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1
<b>No marks awarded</b>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

0	1
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**Islam: Beliefs**

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**Which one of the following is not a holy book in Islam?**

**[1 mark]**

- A Jibril**
- B Qur'an**
- C Scrolls of Abraham**
- D Torah**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

Answer: A Jibril

0	1	.	2
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**Give two beliefs about the Imamate in Shi'a Islam.**

**[2 marks]**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

1 mark for each of two correct points.

**If students provide more than two responses only the first two responses should be considered for marking.**

**Students may include two of the following points, but all other relevant points must be credited:**

It is part of the Five Roots of Usul ad-Din / God, Muhammad selected Ali Ibn Talib as the first imam / Imams followed the family line / they are part of the Ahl al-Bayt (Family of Muhammad) / they are worldwide leaders of Islam / they guide Muslims / they are infallible / they can interpret the Qur'an / there are 7/12 imams / one imam is hidden (imam Mahdi) / he will return before the Day of Judgement with Jesus (Isa) / he will bring about justice, etc.

0 1 . 3

**Explain two ways in which the belief in God’s mercy influences Muslims today.**

**[4 marks]**

**Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies**

**First way**

Simple explanation of a relevant and accurate influence – 1 mark  
Detailed explanation of a relevant and accurate influence – 2 marks

**Second way**

Simple explanation of a relevant and accurate influence – 1 mark  
Detailed explanation of a relevant and accurate influence – 2 marks

**To be a ‘detailed explanation’ the ‘influence’ of the way must be included.**

**Students may include some of the following points, but all other relevant points must be credited:**

- Muslims will repent for the sins that they commit / they do this as Allah is considered as ‘All merciful’ / it is one of the 99 names of Allah.
- It gives Muslims hope / they will not despair when they commit sins or when things go wrong / ‘the man who killed 99 and was forgiven for his repentance and good intentions’ (Hadith).
- They will pray to him often / this is something the Prophet Muhammad would do / the Prophet would spend the night asking God for forgiveness and praying for his ummah.
- They will be kind and merciful to others / ‘If you want Allah to have mercy upon you, then have mercy on his creation.’ (Hadith).
- Submit to Allah’s will / read the Qur’an / follow the teachings of the Qur’an / teachings of the Prophet Muhammad.
- Allah will forgive Muslims after death / Muslims will therefore trust in his mercy, etc.



0 1 . 4

**Explain two reasons why angels are important in Islam.**

**Refer to sacred writings or another source of Muslim belief and teaching in your answer.**

**[5 marks]**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

**First reason**

Simple explanation of a relevant and accurate reason – 1 mark  
Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark  
Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Muslim belief and teaching – 1 mark

**Students may include some of the following points, but all other relevant points must be credited:**

Angels are important as they receive God’s word directly / it is one of the articles of faith / they pass this onto prophets / Jibril brought holy books including the four main books, Torah, Psalms, Gospels and the Qur’an / they are sinless / they do not have the ability to commit sins / some are guardian angels that live on the shoulders of humans (Kiraman and Katibeen) / angels have different roles / Mika’il the weather angel / Israfil will blow the trumpet to announce the Day of Judgement / Izrail is the angel of death / Munkar and Nakeer are angels who appear in the grave / he will take people’s souls to God, etc.

**Sources of authority might include:**

‘For him are successive angels before and behind him, who protect him by the decree of Allah.’ (13:11)

‘The angel of death will take you who has been entrusted with you. Then to your Lord you will be returned.’ (32:11)

‘They celebrate his praises night and day, nor do they ever flag or intermit.’ (21:20)

‘We send fertilizing winds, and bring down rain from the sky for you to drink. It is not you who hold its reserves.’ (15:22)

As the two recording-angels—‘one’ sitting to the right, and ‘the other to’ the left—note ‘everything’, (50:17)

That night the angels and the ‘holy’ spirit<sup>1</sup> descend, by the permission of their Lord, for every ‘decreed’ matter. It is all peace until the break of dawn (96:4-5)

0 1 . 5

**'In Islam, the Prophet Muhammad is the most important of all the prophets.'**

**Evaluate this statement.**

**In your answer you should:**

- refer to Muslim teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**[12 marks]**  
**[SPaG 3 marks]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence**

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. <b>OR</b> Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

**Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:**

**Arguments in support**

- He is considered as the last prophet and so is important as he completed the line of prophets / 'he is God's Messenger and the seal of prophets.' (33:40).
- He received the final revelation and was given the last and final book, the Qur'an / this contains guidance for mankind / 'This is the scripture in which there is no doubt, containing guidance for those who are mindful of God.' (2:2).
- He is important as he reinstated monotheistic belief / 'Say, He is Allah the one.' (1:112).
- He is the most recent prophet and so more important to Muslims today as other prophets lived a long time ago and so their role may be seen as less important.
- He showed Muslims how to interpret the Qur'an and taught this to his companions. He is a role model for Muslims / taught through his Sunnah, Hadith, etc.

**Arguments in support of other views**

- All prophets brought the same message of tawhid / are of equal importance / 'to all the Messengers that were sent before you We revealed that I am the only God to be worshipped.' (21:25).
- Adam was the first prophet and so his role was the most important / he was taught by Allah the name of all things / 'And He taught Adam the names - all of them.' (2:31) / his role thus was important to put things into motion.
- Other prophets are included in the Qur'an, showing their role is as important / Prophet Ibrahim and Prophet Yusuf have surahs named after them in the Qur'an / their role was important in re-establishing monotheistic belief.
- Many lessons are taught through the trials of other prophets / Ibrahim's sacrifice / 'O my son! I have seen in a dream that I am slaughtering you. So look what you think!' (37:101) / Moses' battle with Pharaoh / the trials of Yusuf.
- Prophet Ibrahim built the Ka'aba / ritual of Hajj are connected to him / Festival of id-ul-Adha is connected to him / He passed all of God's test, etc.

0 2

**Islam: Practices**

0 2 . 1

**Which one of the following words describes the struggle against evil in Islam?**

**[1 mark]**

- A Ashura**
- B Jihad**
- C Rak'ah**
- D Wudu**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

Answer: B Jihad

0 2 . 2

**Give two reasons why Muslims give Zakah.**

**[2 marks]**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

1 mark for each of two correct points.

**If students provide more than two responses only the first two responses should be considered for marking.**

**Students may include two of the following points, but all other relevant points must be credited:**

It is commanded by God / it is compulsory / It is one of the Five Pillars / it is one of the Ten Obligatory Acts / follows the example (sunnah) set by the Prophet Muhammad / it purifies wealth / it helps to remove the love of money and greed / as everything belongs to God / it helps the less fortunate / strengthens the ummah / helps Muslims to empathise with the poor / it shows gratitude / it brings about equality / it helps Muslims to practise the Golden Rule / it is a good deed / helps Muslims reach heaven, etc.

0	2	3
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**Explain two contrasting religious practices Muslims perform during Hajj.**

**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs**

**First contrasting practice**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting practice**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or may mean different views.

If similar practices are given, only **one** of them may be credited up to 2 marks max.

**Students may include some of the following points, but all other relevant points must be credited:**

- Washing (ablution) / bathing, making intention, wearing of white clothing (Ihram).
- Visiting Makkah / praying to Allah.
- Circling the Ka'aba (Tawaf) / kissing the Black Stone / fast walking (Ramal).
- Running between the two mountains (Sa'ee) / drinking of Zam Zam water / commemorates the miracle given by God to Ibrahim and his family.
- Asking for forgiveness / Climbing/standing at Arafat / this reminds Muslims about the last sermon.
- Staying at Mina (camping) / staying at Muzdalifa / collecting pebbles to throw at the pillars or walls (Jamarat).
- Throwing of stones (Ramee) / the story of temptation / Ibrahim and Iblis.
- Sacrificing an animal / to commemorate the story of Ibrahim.
- Fasting / this is for those who may not be able to offer the sacrifice.
- Shaving of the hair (men) lock of hair (women) / signifies being reborn.
- Muslims will avoid certain actions e.g. not cutting hair or nails / those that do will give charity to compensate, etc.

0	2	4
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**Explain two reasons why Salah is important for Muslims.**

**Refer to sacred writings or another source of Muslim belief and teaching in your answer.**

**[5 marks]**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority**

**First reason**

Simple explanation of a relevant and accurate reason – 1 mark  
 Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark  
 Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Muslim belief and teaching – 1 mark

**Students may include some of the following points, but all other relevant points must be credited:**

- It is one of the Five Pillars, Ten Obligatory Acts / following these pillars allows Muslims to enter heaven.
- The Qur'an encourages praying of Salah / following its teachings helps Muslims to remain on the straight path.
- The Prophet instructed his followers to pray salah / following in his footsteps is something a Muslim must strive to do / it helps to build love for the prophet and his teachings.
- It helps Muslims to remember Allah often / this helps with remaining positive during difficult times.
- Allows Muslims to show gratitude / thanking Allah for all the blessings he has bestowed upon them / builds a closer relationship with Allah.
- Gives Muslims structure to their day/life / this allows them to remember Allah during their day and helps to maintain a connection.
- Congregational prayer helps to build the ummah (brotherhood)
- Allows Muslims to be cleansed of sins, etc.

**Sources of authority might include:**

'Establish Salah and give Zakah.' (2:110)

'Those We will give a great reward.' (4:162)

'Salah will be the first thing to be judged on the day of judgement.' (Hadith)

'Verily, the prayer is enjoined on the believers at fixed hours,'(4:103)

0 2 . 5

**‘For Muslims, the most important festival is Id-ul-Fitr.’**

**Evaluate this statement.**

**In your answer you should:**

- refer to Muslim teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**[12 marks]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence**

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. <b>OR</b> Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

**Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:**

**Arguments in support**

- Id-ul-Fitr comes after the most important month of the year Ramadan / ‘You shall complete the number and you may glorify God for his guiding you, and that you may be thankful.’ Qur’an (2:185).
- It is the festival that is celebrated after great self-restraint (fasting).

- Zakat-ul-Fitr is paid and so helps to support the poor / 'The fasting of the month of fasting will be hanging between earth and heavens and it will not be raised up to the Divine Presence without paying the Zakat al-Fitr.' (Hadith).
- Id-ul-Fitr is celebrated by every Muslim.
- Some Muslims may not celebrate Ashura in the same way as they do Id-ul-Fitr / this difference shows the importance of Id-ul-Fitr, etc.

### **Arguments in support of other views**

- All festivals are equally important / they all show obedience to Allah.
- Id-ul-Adha may be seen as more important as it celebrates the sacrifice of Ibrahim and teaches Muslims the importance of duty / 'O my son! I have seen in a vision that I offer thee in sacrifice: now see what is thy view', Qur'an (37:101).
- Id-ul-Adha is connected with Hajj which is an important part of Islam / Hajj removes the sins of all Muslims / it reminds Muslims about the sacrifice of Ibrahim and the importance of trusting Allah.
- During the festival of Id-ul-Adha Muslims sacrifice an animal and distribute it to friends and family, thus building community ties / 'so pray to your Lord and sacrifice.' Qur'an (108:2).
- Id-ul-Adha is celebrated over 3 days whereas Id-ul-Fitr is a one day celebration / thus showing its importance over Id-ul-Fitr / 'Do not fast on these days, for they are the days of eating, drinking and remembering Allah.' (Hadith).
- The festival of Ashura reminds Muslims about the martyrdom of Husayn / this is a key practice for Shi'a Muslims.
- For some Sunni Muslims Ashura celebrates the Day of Atonement / helps them to repent and come closer to Allah.
- Id-ul-Ghadeer is a Shi'a festival that celebrates the appointment of Ali as the first imam.
- Some Muslims may celebrate the birth of the Prophet Muhammad (Id Milad un-Nabi) / this recognises his significance and his life, etc.

NB: Reference to Ramadan and Hajj as a festival are not creditworthy.