

Pearson Edexcel International GCSE Islamic Studies

Getting Ready to Teach





Agenda

- Welcome, Introductions, Aims and Objectives
- Understanding the Specification
- Introducing the Assessment
- Teaching the Specification Understanding Assessment Objectives
- Understanding different types of questions
- Understanding the mark scheme
- Marking Exercise
- Exam Insights May/June 2024
- Support, resources and final questions
- Finish



Aims and Objectives

- identify how the qualifications are devised and fundamental documentation
- review the content of the qualification
- explore how to plan the course and/or lessons
- understand the assessment of the qualification and how to prepare students
- Understand the Assessment Objectives for the qualification.
- Understand the question types for the qualification
- Understand the mark schemes for the qualification
- Practise using the mark schemes using exemplar student work
- Explore areas of strength and weakness from previous exam series insight
- Learn about the support provided by Pearson around assessment and exemplars



Getting to know you

- Did you teach the previous specification?
- Are you an NQT?
- What do you find most challenging teaching the specification?



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Understanding the Specification



Important documents

On the Pearson site are a number of essential and helpful documents:

- The Specification
- SAMs
- Past Examination Papers
- Principal Examiner Reports
- Teaching and Learning Materials


You can find these here:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-islamic-studies-2017.html>



Notable features

- No demand for candidates to be able to read or translate texts in Arabic
- New format to the questions
- New Section on Living the Muslim Life
- Demand for evaluation skills in the longer d) questions
- Requirement to integrate an understanding of the assigned text to d) question answers



Specification – 3 Sections

Section A

The life teachings and achievements of the Prophet Muhammad

Section B

The key beliefs, practices and features of the early Muslim community founded by the Prophet

Section C

Living the Muslim life today



Specification – Section A

The life teachings and achievements of the Prophet Muhammad

Students need to know:

- Historical facts about the life and achievements of Muhammad
- The significance of his life and achievements in the development of Islam



Specification – Section B

The key beliefs, practices and features of the early Muslim community founded by the Prophet

Students need to know:

- Historical facts about the beliefs and practices of the early Muslim community
- Significance of these beliefs and practices in the development of Islam



Specification – Section C

Living the Muslim life today

Students need to know:

- How Muslims express their religion in their day to day lives
- Understand the obligations Islam places on Muslims today




Specification Activity

Take 10 minutes to look at the Specification, which can be found in your delegate packs. Focus on looking at pages 9-15 which lays out the detailed content.

If you are unclear about any aspect of what you read there, then make a note of your query. If the trainer can answer the question they will try to do so. If not, the questions will be sent to the Principal Examiner, and their reply will be forwarded to all delegates,




Introducing the Assessment



Demands of the Question Paper: How the exam is constructed 1

- There is just one paper, with a time allocation of 2 hours and 30 minutes.
- In Sections A and B there is a choice to answer either all four parts of the first option question or of the second.
- There is no choice in Section C – all four parts of both questions must be answered.



Demands of the Question Paper: How the exam is constructed 2

- Questions are in four parts a) b) c) and d).
- They each assess one or more of the Assessment Objectives.
- All four parts of the question chosen must be answered.



Demands of the Question Paper: How the Mark Scheme works

- There are two types of marking models – points based for a) and b) questions, and levels based for c) and d) questions.
- In points-based marking, a mark is awarded for each correct response up to the maximum allowed per question
- In levels based marking a 'best fit' approach is used.
- This means that candidates can sometimes access the higher levels without meeting all the requirements in the Levels provided they show significant ability in meeting other demands.

The slide features a dark green background with a white rectangular area in the center. The title 'Teaching the Specification' is written in a large, black, sans-serif font within this white area. To the left of the white area, there is a vertical blue line. The overall design is clean and professional.

Teaching the Specification



Teaching to the Specification: Content

- There are no greater demands from one section to another. So, from one point of view the specification can be taught in an any order.
- Each section requires the same skills, such as knowledge and understanding, ability to evaluate ideas, to apply the set text and so forth.
- But it could be said that knowledge and understanding of the Prophet and the early Muslim community is a good basis for reflecting on living the Muslim life. Perhaps they should be taught first.



Teaching to the Specification: Knowledge and Understanding

- Knowledge and understanding questions can only be asked about what is specifically referred to in the Specification.
- There is no need to teach beyond the Specification to be able to answer all questions.
- For example, 1.8 refers to the battles fought by the Prophet. 4 battles are named. No question can be asked specifically about a battle that is not named.
- Questions can be asked about the importance of battles in general.



Teaching to the Specification: Evaluation Skills

- Evaluation in this Specification involves showing an ability to discuss a question from more than one point of view.
- One way to develop this skill is through discussion and debate. Consider 'sawm' for example. Some students could be asked to explain the purpose and benefits of fasting, others could be asked to explain the challenges and where fasting might not be appropriate. This could lead to a debate/discussion.
- Then all the students could be asked to write a short essay that considers the topic from both perspectives



Teaching the Specification: Linked texts 1

- Each topic on the Spec has a text linked to it, either from the Qur'an or from Hadith.
- If a part d) question is asked on a topic, the question will include that text in Arabic and English. To access the higher marks, candidates will be expected to integrate an understanding of the significance of that text into part of their answer
- They can also refer to other texts they believe are relevant, and these will be credited where appropriate



Teaching the Specification: Linked texts 2

This skill requires practice at linking the text to the topic.

- In class select one of the topics in the Specification – no need to frame a question at this stage
- Make sure students have the assigned text in front of them
- Discuss how the text helps in an understanding of the topic, and they can make brief notes during the discussion
- Then ask them to write a paragraph incorporating those ideas into an explanation of the topic.



Teaching the Specification: Linked texts 3

Here is an example of what is meant by using a linked text. In a question on the revelation of the Qur'an to the Prophet Muhammad they might add something like this to their answer.

In the assigned text it says that 'the Night of Decree is better than a thousand months'. This explains that Muslims have no doubt of the central importance of the Qur'an in their lives – it is the principal source of instruction about what Muslims believe and how they should behave. The text goes on to speak of peace.

This can be understood to mean that it is by honouring the Qur'an that Muslims can achieve peace in their hearts and in their lives.



Assessment Objectives

Islamic Studies Assessment Objectives

Assessment objectives and weightings

		% in International GCSE
A01	Recall, select and communicate knowledge and understanding of relevant facts from the faith and history of Islam	33*
A02	Demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam	40
A03	Analyse and interpret key questions and issues and their significance in the teachings of Islam and the lives of Muslims	27

*A total of 10 marks will assess recall of knowledge.



Assessment Objective 1

- AO1: Recall, select and communicate knowledge and understanding of relevant facts from the faith and history of Islam
- This Assessment Objective is assessed primarily in a) and b) questions.
- Part a) questions call simply for the recall of relevant facts.
- Part b) questions also require factual recall. But they also ask for development of the factual information, and in developing it candidates will demonstrate that they also understand how that information responds to the question.
- AO1 is also assessed in part c) questions in that correct understanding is underpinned by correct knowledge



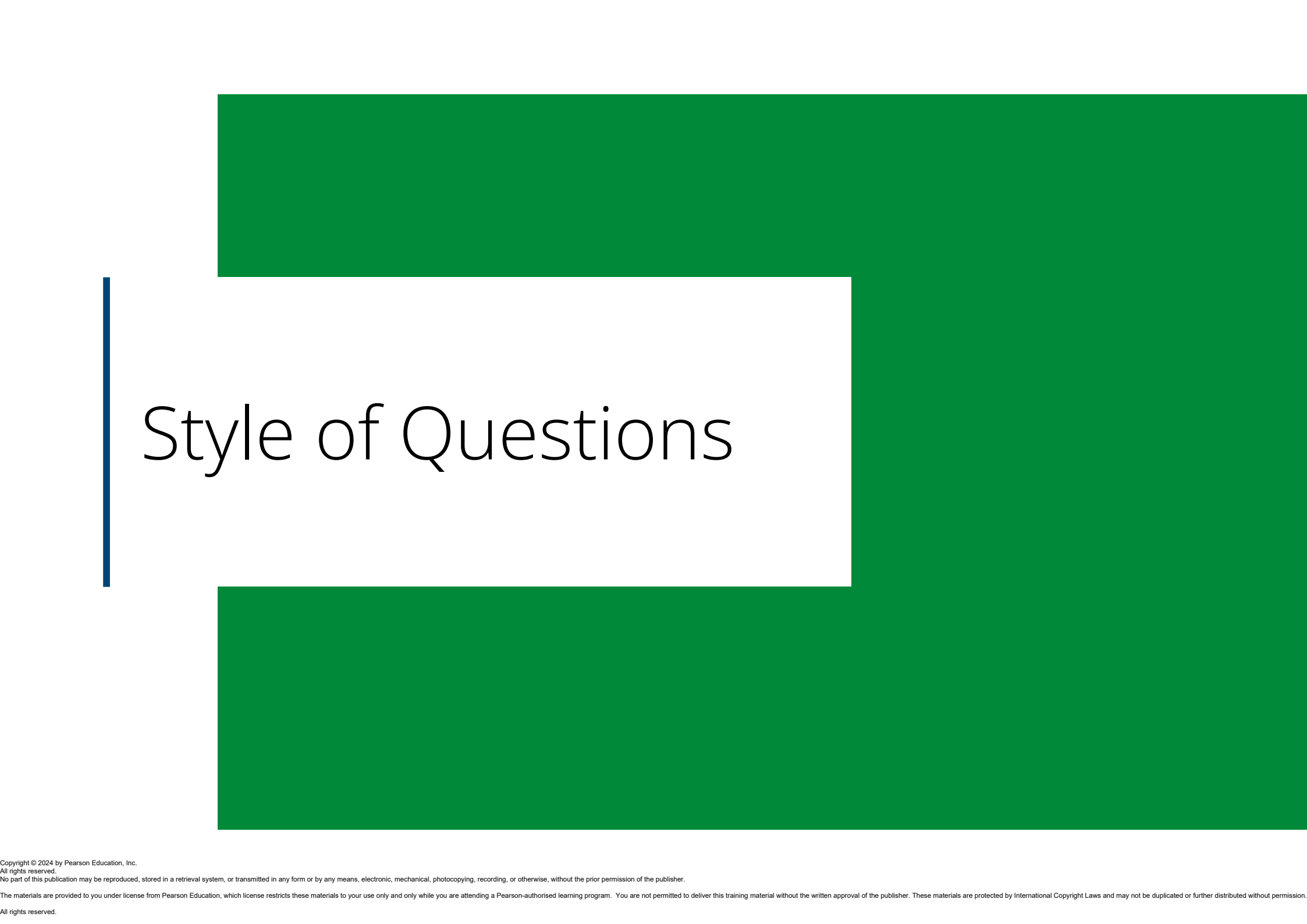
Assessment Objective 2

- **AO2:** Demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam
- This Assessment Objective is assessed in c) and d) questions
- In part c) questions the primary demand is that candidates show they understand the significance of the aspect of history, belief or practice in question.
- In part d) questions there is this same requirement (without which it would be impossible to frame an answer to the question. But there is also the requirement to respond to AO3



Assessment Objective 3

- AO3: Analyse and interpret key questions and issues and their significance in the teachings of Islam and the lives of Muslims
- This Assessment Objective is assessed only in d) questions
- d) questions will always have a discussive element to them. This is the meaning of the command term 'Assess'
- Candidates will demonstrate a greater understanding of the issue raised by showing how it can be interpreted from more than one perspective.
- This does NOT mean that candidates must be willing to deny some aspect of Muslim belief. No question will be set that demands that kind of response.



Style of Questions



Format of the Exam

- Three Sections corresponding to the three sections in the Specification.
- Each question has 4 parts, a) b) c) & d) - each style of question having a different set of demands.
- Sections A and B have two questions each, candidates must answer one in each section.
- Section C has two questions, both of which must be answered.



Part a) questions

- There are two types of part a) question. In Sections A and B they are worth 2 marks each, in Section C just one mark each.
- In Sections A and B two pieces of factual information are required for each question. In Section C it is just one piece of information for each question.
- Otherwise the demand is exactly the same. The command word is either 'Identify' or 'Give' This distinction relates solely to the sentence structure. The demand is the same.
- A single sentence, sometimes as little as a single word, is sufficient to gain the mark.



Part b) questions

- Part b) questions are identical across all sections of the exam paper, and are always worth 3 marks. The command word is 'Describe'.
- Answers are 'points' marked, so to access all three possible marks answers need to have three elements to them:
- A statement of factual information
- **Two** extra sentences or phrases that develop that piece of information
- This shape to the answer is important, adding two layers of development – candidates will not gain three marks for three separate statements of factual information.



Part c) questions

- Part c) questions are identical across all sections of the exam paper, and are always worth 6 marks. The command word is 'Explain'.
- A levels-based marks scheme is used, and the answer will be given the level (and the mark within the level) that best fits how well it meets the various requirements outlined.
- Explain questions require the candidate to give reasons why some aspect of Muslim history, faith or practice is important.
- 6 marks out of a total of 90 suggests that candidates might allocate approximately 10 minutes to each of the part c) questions. Full answers in the past have tended to be between 150-200 words in length.



Part d) questions

- Part d) questions are identical across all sections of the exam paper, and are always worth 12 marks. The command word is 'Assess'
- The question will always contain an assertion about an aspect of Muslim history, faith or practice. The question asks the candidate to assess how true that statement is.
- A levels-based marks scheme is used, and the answer will be given the level (and the mark within the level) that best fits how well it meets the various requirements outlined.
- 12 marks out of a total of 90 suggests that candidates might allocate approximately 20 minutes to each of the part c) questions. Full answers in the past have tended to be between 200-300 words in length.



Part d) questions: requirements to be met

- To access the full range of marks for part d) questions candidates must:
- Provide an argument, with reasons and evidence, why Muslims may agree with the assertion in the question
- Provide an argument, with reasons and evidence, why some Muslims might have a different perspective on the assertion
- Use the assigned text from the Qur'an or Hadith, showing how it supports one point of view or the other. Other sources of wisdom may also be employed.
- A conclusion is not essential, but may help the candidate explain which they think is the strongest side of the discussion.



Mark Schemes



How mark schemes work

- Mark schemes have two key elements:
- The core element, which explains where and how many marks can be awarded
- Indicative content, which is just a guide to markers about the kinds of answers they might expect. This is not exhaustive – markers are expected to reward all correct answers. Often Mark Schemes are updated by the Principal Examiner in light of the answers candidates actually give.
- Mark Schemes are either points-based or levels-based.

Part a) Mark Scheme

Outline two teachings of the Prophet about respect for mothers

Question number	Answer	Mark
1(a)	<p>A01 2 marks</p> <p>Award 1 mark for each teaching identified, up to a maximum of 2 marks.</p> <ul style="list-style-type: none">• Paradise lies at the feet of your mother (1)• Mothers are most worthy of good companionship (1)• Kindness to one's mother is more important than kindness to one's father (1) <p>Accept any other appropriate response.</p>	(2)

Part b) Mark Scheme

Describe the features of the payment of Zakah by Muslims.

Question number	Answer	Mark
6(b)	<p>AO1 3 marks</p> <p>Award 1 mark for initial point and a further 2 marks for development that shows understanding, up to a maximum of 3 marks.</p> <ul style="list-style-type: none">• Zakah is giving to those in need (1), it is a kind of religious tax (1), a moral obligation rather than an act of charity (1)• Muslims should donate at least 2.5% of their wealth each year (1), this makes them conscious of how Allah has been good to them (1), recognising that those who can afford it should help the less fortunate (1). <p>Accept any other appropriate response.</p>	(3)

Part c) Mark Scheme: Indicative content

Explain the importance for Muslims of the belief that Allah is merciful.

Question number	Indicative content
4(c)	<p>A01 (3 marks)/A02 (3 marks)</p> <ul style="list-style-type: none">• Allah understands the weakness of human beings and that they will make mistakes and sin from time to time (AO1). Allah's understanding of human weakness means that He will have mercy on those who stray, and that gives human beings the strength to continue to try to be good and faithful (AO2).• The Qur'an clearly teaches that Allah is willing to forgive even very serious offences, provided a sinner is clearly sorry and asks forgiveness (AO1). The Prophet's many examples of forgiveness in his life are understood by Muslims as a reflection of the forgiveness shown by Allah, so they can have confidence in Allah's forgiveness and live their faith in joy (AO2).• Muslims believe in the reality of heaven (Jannah) as a place of reward for those who repent (AO1). The existence of Jannah indicates that Allah has anticipated that people repent, and has already prepared a special place so that they can enjoy the reward of repentance, which gives Muslims hope for the future (AO2).

Part c) Mark Scheme: Levels

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Limited use of facts, some of which may be inaccurate or irrelevant. (AO1)• Understanding addresses a narrow range of concepts/themes which lack detail and are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none">• Good use of facts, which are mostly accurate and relevant. (AO1)• Understanding addresses a range of concepts/themes, some of which are not fully detailed and/or developed. (AO2)
Level 3	5–6	<ul style="list-style-type: none">• Excellent use of facts, which are accurate and relevant. (AO1)• Understanding addresses a broad range of concepts/themes, which are detailed and fully developed. (AO2)

Part d) Mark Scheme: Indicative content

Assess the importance to Muslims of the belief in Muhammad (pbuh) as the ‘Seal of the Prophets’.

Question number	Indicative content
1(d)	<p>AO2 (6 marks)/AO3 (6 marks)</p> <ul style="list-style-type: none">• The title signifies that Muhammad is the last of the line of prophets and that no further prophets will come after him. (AO2) Because Muhammad is the final prophet, Muslims should consider the Qur’an, supported by the Sunnah of the Prophet, to be the perfect and unchangeable revelation of Allah. As it says in Surah 33, Allah’s knowledge is total and perfect, ‘he has full knowledge of all things’ (AO3).• Through the title, the prophecy of Muhammad is held to be supreme and supersedes the prophecies of those who went before him. Surah 33 makes it clear that Muhammad is the messenger sent by Allah Himself (AO2). Because of the status given to the Prophet by Allah, Muslims should look to the example of the Prophet’s life to give them an example of how they should behave, confident that this will gain reward from Allah (AO3).• It is indicated in the Qur’an that his life and his interpretation of the Qur’an carries authority (AO2). The title is a contrast to the beliefs of other religions, such as that a Messiah is needed to save people from their sins. The title does not confer divine status and Muslims believe that it is only by their own behaviour that they can expect to achieve Jannah, not because someone else has saved them. This is supported by Surah 33, which shows that it was Allah Himself who conferred the title on Muhammad (AO3).

Part d) Mark Scheme Levels

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none">• Limited understanding of concepts/themes, leading to an unbalanced argument. (AO2)• Limited use of the text provided to support argument. (AO2)• No application of own/others' views to consider questions/issues. (AO3)• Interpretation of information will be basic, with no analysis of issues. (AO3)
Level 2	5–8	<ul style="list-style-type: none">• Good understanding of concepts/themes, leading to a partially-balanced argument. (AO2)• Good use of the text provided to support argument. (AO2)• Some application of own/others' views to consider questions/issues. (AO3)• Interpretation of information will be good, with mostly relevant analysis of issues. (AO3)
Level 3	9–12	<ul style="list-style-type: none">• Excellent understanding of concepts/themes, leading to a balanced argument. (AO2)• Excellent use of the text provided to support argument. (AO2)• Thorough application of own/others' views to consider questions/issues. (AO3)• Interpretation of information will be excellent, with thorough analysis of issues. (AO3)



Let's have a go



Part a) Question

- Remember these are points based.
- 1 mark for each correct answer
- These are answers to the question:
- Outline two teachings of the Prophet about respect for mothers (2 marks)

Part a) Question

- Exemplar 1

The prophet had given many teachings and respect for mothers is one of them. The Prophet has said that don't talk to your mother in loud voice and help them in anyway you can.

- Exemplar 2

The Prophet (P.B.U.H) said that paradise lies beneath our mother's feet. It is important that we respect her and love her to achieve greatness in the here-after.



Part a) questions: True marks

Example 1 received no marks

Example 2 received 1 out of a possible two marks.



Part b) question

Remember these are points based.

1 mark for a correct piece of factual information, and then up to two extra marks for development of that answer.

These are answers to the following question:

Describe how the conversion of Umar helped the early Islamic community (3 marks)

Part b) question

Exemplar 1

Umar (r.a) was a man who was feared in Makkah and when he ~~did~~ something, no one dared to defy him. When he converted to Islam, he announced ^{it} to the people of Makkah and dared them to touch him. This gave morale to believers and ~~the~~ they were not in the hiding anymore.

Part b) question

Exemplar 2

- Umar (R.A) was very brave man
- He had a powerful heart which enables the nonmuslims to fear him.
- The Shaitan never follows where Umar (R.A+W) passes.
- Muslims were excited when he converted to Islam



Part b) question: True marks

Example 1 receives the full three out of three.

Example 2 received two out of three marks

Part c) question

Remember these are levels based. Decide which level is appropriate, and then award a mark within the level.

Explain why performing Hajj is important for many Muslims. (6 marks)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Limited use of facts, some of which may be inaccurate or irrelevant. (AO1)• Understanding addresses a narrow range of concepts/themes which lack detail and are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none">• Good use of facts, which are mostly accurate and relevant. (AO1)• Understanding addresses a range of concepts/themes, some of which are not fully detailed and/or developed. (AO2)
Level 3	5–6	<ul style="list-style-type: none">• Excellent use of facts, which are accurate and relevant. (AO1)• Understanding addresses a broad range of concepts/themes, which are detailed and fully developed. (AO2)

Part c) question

Exemplar 1

when a muslim goes to hajj
They complete one of the
Five pillars of islam. The only
reason a muslim may not go
to hajj is if they cant afford
it or are sick, in hajj your
dua will be accepted
and you will be forgiven
of your sins.

Part c) question

Exemplar 2

- When a muslim performs Hajj all his sins are forgiven than he has done, the prophet said that after doing Hajj you become like a new born baby.

- Hajj is the fifth pillar of Islam and so muslims are fulfilling the pillars of Islam.

Hajj increases your iman and persence because for all the hardship you go through when performing Hajj makes you to thank Allah for what you have and so also shows you how the day of judgement is making you do more good eg ~~praying~~ more sunnah and ~~star~~ fasting.

- Hajj also helps you to be thankful to what Allah has given you, because some people have less than what you have.



Part c) question: True marks

Example 1 was assessed as Level 2 – 3 marks

Example 2 was Level 3 – 5 marks

Part d) question: Levels based marking again

It is important for all Muslims to obey the laws in the Shariah. Assess this statement .
(12)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none">• Limited understanding of concepts/themes, leading to an unbalanced argument. (AO2)• Limited use of the text provided to support argument. (AO2)• No application of own/others' views to consider questions/issues. (AO3)• Interpretation of information will be basic, with no analysis of issues. (AO3)
Level 2	5–8	<ul style="list-style-type: none">• Good understanding of concepts/themes, leading to a partially-balanced argument. (AO2)• Good use of the text provided to support argument. (AO2)• Some application of own/others' views to consider questions/issues. (AO3)• Interpretation of information will be good, with mostly relevant analysis of issues. (AO3)
Level 3	9–12	<ul style="list-style-type: none">• Excellent understanding of concepts/themes, leading to a balanced argument. (AO2)• Excellent use of the text provided to support argument. (AO2)• Thorough application of own/others' views to consider questions/issues. (AO3)• Interpretation of information will be excellent, with thorough analysis of issues. (AO3)

Shariah is the islamic law and regulation. Shariah has great significance upon muslims. Muslims follow the Shariah to spend their life easier. According to Shariah ones hands are cut off if ~~the~~ ~~the~~ is a thiere. It is important for muslims to obey all the laws in Shariah. As Allah has said in Surah Al-Maidah 'To each of you we prescribed a law and the method'. Allah ~~reates~~ revealed the ~~the~~ Holy Quran upon Prophet Muhammad (S.A.W), Holy Quran indicates the right and positive ~~the~~ path for muslims. According to Quran we should follow what Quran teaches. We should practise all the five pillars of islam if possible. There are several law in islam for example dietary laws.

The meat of several animals is forbidden in islam for muslims to eat. Drinking Alcohol is against the Shariah and the laws of islam. There are Halal (which are not forbidden) and Haram (which are forbidden) foods for example all the vegetables are halal. According to Shariah one who practices adultery

Part d) question

Exemplar 1

has to suffer from hundred lashes. Shariah has strict ~~the~~ rules and equal for every muslim no matter rich or poor. According to islam ~~everything~~ ^{everyone} is equal in islam. Muslims follow the Shariah for the day of judgement. Allah has create the muslims to prepare themselves for the final day. ~~not to~~

'It is important for Muslims to obey all the laws in the Shariah'.
~~Religion~~ In context to today's world ~~the~~ not every law can be
used. For example, the Prophet S.A.W said ^{that the punishment} ~~about a woman~~
~~from~~ ^{for} theft would be the having the hands of the thief cut off.
This law ~~does not~~ ^{though} correct cannot be used in today's time for
it is too brutal of a crime and if ~~can~~ ^{used} used, then would
most probably result in Islamophobic people in all parts of the

Part d) question

Exemplar 2

world 'misinterpreting the ^{law} ~~act~~ as ^{an act of} extremism by a ^{terrorist} ~~radical~~
terrorist. By obeying certain laws of Shariah, the ~~for~~ image
of Islam and Muslims will be further ruined as it will give
out an impression of Muslims and Islam ~~rather~~ ^{being} in favour of
violence when in reality, the followers and the religion

support peace ^{and are} ~~and are~~ against problems being resolved
with violence. This is why, instead now in Muslim countries,
if a person steals something, he must pay a fine instead.

~~Another example is of~~



Part d) question: True marks

Example 1 was awarded Level 1 – 3 marks

Example 2 was awarded Level 2 – 6 marks



Part d) question: Level 3

There is one on the delegate pack, with comments, for you to compare with the ones you have seen today

Pearson Edexcel International GCSE Islamic Studies

May/June 2024 Exam Insights





Aims

To provide feedback on candidate performance in the 2024 exam.

Looking at how candidates performed with the various question types

Looking at how they performed on some specific questions

- those on which they did well
- those they found more of a challenge

Provide some advice on how to help candidates perform to their full ability.

Unpacking each type of question

(a, b, c & d)



Answering the a) questions

The a) questions always and solely address Assessment Objective 1, and look for **simple, factual knowledge**. The marks can often be gained with a short phrase, or even a single word.

Candidates rarely make a mistake in understanding the question, and in 2024 (as in previous years) the few marks that were lost were due to a lack of, or mistaken, relevant knowledge.

A few candidates did give just one response in Section A and Section B questions, even though the question requires two responses.

Let's look at a couple of examples.

Answering the a) questions

Here there is an example of simple misunderstanding.

Ali Talib's father Abu Talib helped to raise Muhammad (pbuh) .

Ali Talib did not, but he did help to protect the Prophet. Only the second part of this answer is creditworthy and so would gain just one mark.

2 (a) Identify two ways Ali Ibn Talib supported Muhammad (pbuh).

(2)

Ali ibn Talib raised the Prophet (pbuh) and supported him financially.

He also protected the Prophet (pbuh) from the Quraysh.

Answering the a) questions

Here there is an example of a candidate providing just one response, when two are needed for full marks.

In effect this says that Ali supported Muhammad (pbuh) by protecting the early Islamic community.

This is a correct answer, but worth only one of the two marks available.

2 (a) Identify **two** ways Ali Ibn Talib supported Muhammad (pbuh).

(2)

Ali Ibn Talib provided strength ~~and~~ and
protection for the early Islamic community
which helped ~~the~~ Prophet Muhammad SAW
greatly greatly.



Answering the b) questions

On this Paper the b) questions ask candidates to provide a relevant and accurate piece of information, and then to develop that specific response, with up to 2 further marks available for that development.

Some candidates do make a mistake in the way that they answer b) questions, by giving a series of distinct responses.

On b) questions, the marks do not accumulate on the basis of giving further separate responses.

Let us look at a couple of examples to illustrate.

Answering the b) questions

(b) Describe the challenges faced by Islamic leaders in the modern world.

(3)

~~Some~~ Some Muslim beliefs do not align with other countries' beliefs. This may lead to Muslim countries ^{being} seen differently and treated as ~~medieval~~ ^{backward} societies.



Answering the b) questions

In that example of quite a brief answer, the candidate provides all the elements required for all three marks.

The challenge is identified as the fact that Muslim beliefs do not align with those of other countries. This gains the first mark for identifying a correct challenge.

This is developed by saying that this means Muslim countries may be perceived differently (gaining the first development mark).

It is then further developed with the idea that they may be treated as backward societies (gaining the second development mark).

Answering the b) questions

(b) Describe what the Injil teaches according to the Qur'an.

The injil teaches ~~tawhid~~ (oneness in Allah)⁽³⁾
It also teaches the belief in the day of judgment
and it teaches the love for one another.



Answering the b) questions

In this response, the candidate gives three separate answers

Belief in Tawhid, in the Day of Judgment and in the importance of love for each other.

These are correct answers, but because they are providing three quite different teachings, they do not provide any development.

This is, therefore, a one mark answer.



Answering the c) questions

With c) questions (and d) questions as we will see later), marks are awarded on the basis of a series of Levels, each with an increasing demand in terms of the skills required.

The increasing requirement to progress through the levels focuses on two specific demands

1. Answers that have a broader range of facts, and are more accurate, gain higher marks
2. Answers also need to show a developed understanding to gain marks in the higher levels

Candidates who scored less well in c) questions, tended to give more narrative answers, with a reliance on description, without demonstrating a more complete understanding of the issue raised by the question.

We can look at some examples to illustrate.

Answering the c) questions

Example 1

(c) Explain the importance of the Prophet's relationship with his wives and children.

(6)

When the prophet S.A.W sandal/slipper broke instead of asking his wife to repair he did it himself to show that there isn't a point causing fuss over something little when you can do it yourself. The prophet also helped clean etc to show and create an example that cleaning and cooking etc isn't just for your significant other to do. He also played with his children letting them ride on his back etc. The importance of your family is to show that you love and care for them and not take them for granted.



Answering the c) questions

To gain Level 3, which could be 5 or 6 marks, the answer must show

'Understanding (that) addresses a broad range of concepts/themes, which are detailed and fully developed'.

When we look closely at this response, we can see that there is indeed understanding and a series of different themes are addressed.

However, we also see that the answer is quite descriptive, such as in the story about the slipper. Whilst there is a progress in meeting the first requirement (for a broad range of relevant facts), the answer does not demonstrate a fully developed understanding of why the Prophet's relationships with his wife and children are important.

This focus on a mainly descriptive response would limit the marks available for this answer to level 2, and a maximum of 4 marks.

Answering the c) questions

Example 2

(c) Explain the importance of the Prophet's relationship with his wives and children.

(6)

* Prophet's relationship with his wives and children helped many other Muslims to establish same kind of ^{respectful} behavior with their wives and kids too. It was a moral example to treat them well and influenced others too.

* Secondly, Prophet's kind and loving relationship with them helped non-believers accept Islam as they knew their leader has good morals due to religion Islam that teaches to be good with your wives and children.

* Lastly, Prophet's relationship that involved nurturing ~~many~~ kids and maintaining equality in wives set up a legal framework how to treat them. Helped understand rights of kids and wives.

Answering the c) questions

In this example of an answer to the same question, we can see how the candidate focuses on both requirements to move into Level 3.

There is the same relevant range of facts.

But there is an attempt to demonstrate a developed understanding of why these details are important

For example, the candidate writes about moral example, and the influence on others, including the way Islam might be perceived by non-believers. They go on to talk about how this could help create a legal framework, that could include the rights of women and children.

This developed understanding would allow this response to gain marks in Level 3



Answering the d) questions

Candidates who do less well (and have their marks capped at Level 2)

May fail to make use of the assigned text

May not consider arguments that take a view other than the one expressed in the question

We can look at passages from answers to d) questions to illustrate.

Answering the d) questions

Question 6d) asked candidates to respond to the view that all Muslims should fast during Ramadan.

In this following examples over the next few slides, look out for two examples of what is required to achieve the higher Levels in d) questions:

- Development
- An alternative point of view
- Use of the assigned text.

Answering the d) questions

(12)

Muslims believe ~~that~~^{fasting} is an obligation upon all Muslims. This is because fasting is one of the 5 pillars and ~~it~~^{are} things every Muslim should ^{perform}. Allah also says in the Quran "Fasting is prescribed ^{upon} you as it was to those before you, so that you may attain Taqwa." This Quran ayah shows that Allah has prescribed it upon the ~~Muslims~~^{Muslims} which means they must fast.



Answering the d) questions

This is the entire response arguing for the idea that all Muslims should fast during Ramadan.

The argument focuses almost entirely on the issue of obligation and prescription, and is quite repetitive.

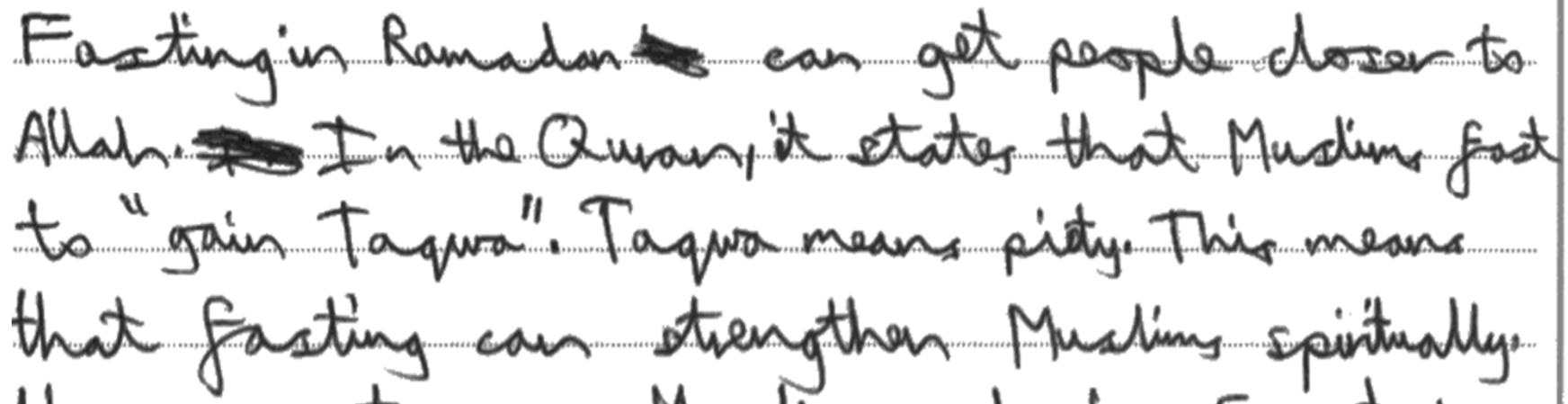
Consider how the argument needed to be developed to gain higher marks.

Answering the d) questions

Here is an extract from a fuller answer and illustrates an attempt to look at another argument in favour of the suggestion, and to develop it.

This kind of developed point of view is what is required to access marks in the higher Levels.

The argument is that, beyond the issue of obligation, fasting is a way of getting closer to Allah, there is a quote from the Qur'an to support that point of view, and then develops the idea by saying that fasting is a source of spiritual strength for Muslims.



Fasting in Ramadan ~~is~~ can get people closer to Allah. ~~is~~ In the Quran, it states that Muslims fast to "gain Taqwa". Taqwa means piety. This means that fasting can strengthen Muslims spiritually.

Answering the d) questions

Other people may disagree with this statement, stating that not all Muslims can fast, as there are some people that would say that fasting is in fact not recommended for some people who are extremely ill. So, in scenarios like this, fasting is ~~not~~ not allowed if it makes you more ill and we know that Allah wouldn't want us to fast if it would make us more ill as it says in the passage provided "Allah intends for you ease and does not intend for you hardship"

Answering the d) questions

You will have spotted two further important elements here

1. The candidate is putting forward another point of view – that there are circumstances in which fasting would not be appropriate, such as when someone is ill.
2. This is also where they take the opportunity to use the prescribed text. They don't have to try to use all of it, of course, just a part of it to illustrate their answer – that it is not the intention of Allah to expose people to serious hardship or risk.

With development, with an alternative point of view, and with use of the text, the candidate is able to access all the marks available, though of course the final mark depends on the overall quality of the answer.

A look at some specific questions



Specific questions in 2024 and the range of challenge they provided

Questions candidates found more straightforward

- Questions that focus on events in Islamic history
- Questions that ask about well-known teachings from the Qur'an and the Prophet
- Questions that ask about the lived experience of the candidates.



Specific questions in 2024 and the range of challenge they provided

Questions candidates found more straightforward

Some examples:

- Describe the events of the Battle of Khyber
- Explain the importance of the inner jihad in the lives of Muslims
- Explain the importance of Islamic festivals for Muslims
- All Muslims should fast during Ramadan

Specific questions in 2024 and the range of challenge they provided

(b) Describe the events of the battle of Khyber.

(3)

The Battle of Khyber took place in 629 C.E. After the expulsion of the Jews from Madina due to their betrayal, they started conspiring against Islam and planned to kill Muhammad (pbuh). The Prophet (pbuh) decided to put an end to their sinister plans. He arrived with his companion and Muslim believers to fight the Jews who were living in strong fortified forts. After capturing the forts one by one, they achieved victory. They formed an agreement to let the Jews settle nearby as long as they lived peacefully, gave jizya tax, and gave half of their crop yields to the Muslims. This battle allowed Islam to expand outside of Madina.

Specific questions in 2024 and the range of challenge they provided

(c) Explain the importance of Islamic festivals for Muslims.

(6)

Islamic festivals are important because they strengthen the ties of kinship and love between the family members. For example on Eid all the family members come together and share gifts and ~~it~~ indulge in tasty dishes ~~which~~ which not only increases the love between the family, but it also marks the end of a hard month of struggle. Also having fun and exciting festivals ~~is~~ is important because it shows non-Muslims that Islam is not all about ~~Sal~~ praying and fasting 24/7. ~~It~~ It shows the balance between having fun and worshipping Allah at the same time.



Specific questions in 2024 and the range of challenge they provided

Questions candidates found more challenging

- Questions that require an awareness of the situation of Muslims in the wider society
- Questions that go beyond knowledge of teachings to an understanding of some of the underlying principles behind those teachings
- Questions that focus on a broader discussion of aspects of Muslim belief.



Specific questions in 2024 and the range of challenge they provided

Questions candidates found more challenging

Some examples

- Describe the challenges faced by Muslim leaders in the modern world
- Explain the importance of qiyas to Shari'ah Law
- Being merciful and just are the most important attributes of Allah. Discuss.

Specific questions in 2024 and the range of challenge they provided

(c) Explain the importance of qiyas to Shari'ah Law.

(6)

- Helps avoid conflict and brings people together.
- Its Sunnah.
- Helps not cause destruction and avoid crime.
- Strict laws that prohibit what is haram in Islam.
- Shari'ah law is made up of the prophet's Sunnah and Allah's command.

Specific questions in 2024 and the range of challenge they provided

(c) Explain the importance of qiyas to Shari'ah Law.

(6)

- ↳ Qiyas is an analogical deduction from any historical issue on any matter. Qiyas helps ease the lives of Muslims by providing a suitable solution on every matter people are confused.
- * Secondly Qiyas helps follow legal source of framework that Allah provided and Prophet S.A.W recommended. It is surely a guidance and help ^{for} Muslims ^{to} not get misguided.
- * Lastly Qiyas authenticates Islamic historical events and Muslims get to know that those events really occurred. They get lessons from them which they apply in their personal lives to succeed.


Specific questions in 2024 and the range of challenge they provided

Lastly not only Just and Merciful are
the most important attributes but they
are many other ones which
Allah have them and we are
facing them in our life.

Specific questions in 2024 and the range of challenge they provided

Many Muslims would disagree with the statement above and say that the most important attribute of Allah (swt) is His Oneness (Tawheed). This is because it is important for Muslims to understand that Allah is God alone - He has no partners nor does He receive any help. This is important to know as to believe that Allah (swt) has a partner, or to attribute anything to Him would be considered as major shirk and take a person out the fold of Islam. This is evident in the whole of ~~entire surah~~ surah 112. The last verse states that "Not is there to Him any equivalent?" showing that Allah is the one and only God, and there is none like Him. For this reason, the Oneness of Allah is the most important attribute as if a person did not believe in it, he would not even be considered a Muslim.

On the other hand, some Muslims may agree with the statement as more still and




Summing –up & Conclusions

We have looked at this year's performance from two different angles

1. We looked at the different question types, and the challenges of each
2. We looked at some specific questions – some, where candidates did well, and others where a number of candidates seemed less well prepared for how to respond.

It will be useful to summarise the key points and offer some advice.




Summing –up & Conclusions

Important conclusions from the question types:

It is important to remind students that b) questions ask for just one response, and that further marks are only available when that specific response is developed.

On c) questions, whilst factual knowledge is very important in terms of illustrating an answer, it is the ability to explain the significance or importance of the matter that will take the answer into the higher levels of marks

On d) questions, for higher level marks, there must be a discussion, a comparison of different points of view, and also an attempt to make use of the assigned text.



Summing –up & Conclusions

Important conclusions from specific questions

Knowledge is a very important aspect of the skills required on this Paper.

For some of the more complex topics, for example predestination and qiyas, it is necessary to prepare candidates by helping them develop a deeper understanding of some of the complexities in the subject.

Candidates must be encouraged to engage in discussion. If this takes place in the classroom, they are more likely to be willing to do it when taking the exam.

In the example of the attributes of Allah, discussing reasons why different attributes might claim importance does not need to involve questioning essential Muslim beliefs.



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