

# Pearson Edexcel International GCSE Islamic Studies

Welcome to Pearson:  
Module 2



# Session Agenda

- 08:00-08:10 Welcome and introductions
- 08:10-08:25 Understanding Assessment Objectives
- 08:25-08:45 Understanding different types of questions
- 08:45-09:05 Understanding the mark scheme
- 09:05-09:50 Marking Exercise
- 09:50-10:00 Questions and close

# Aims and Objectives

In Module 2, delegates will:

- 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
- Learn about the support provided by Pearson around assessment and exemplars

# **Pearson Edexcel**

# About Pearson Edexcel

**Pearson is the world's leading learning company.** Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

**Edexcel is part of Pearson Education and is the UK's largest awarding body.**

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.

# International GCSE Features



# 9-1 grading scale

	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new <b>grade 9</b> represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the <b>grade 7</b> broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with <b>three new grades 6, 5 and 4</b> rather than two grades (B and C).</p> <p>The bottom of the <b>grade 4</b> broadly aligns with the bottom of the grade C.</p>	6	B
	5	
	4	C
	3	D
<p>The bottom of the <b>grade 1</b> broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
	1	G
	U	U

# 9-1 grading scale

## Awarding

- The grading system is changing, but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

## Benefits

- Greater differentiation across levels of attainment, e.g. 2 grades where the current C grade is.
- Rewards truly outstanding achievement with the grade 9.
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows for clear comparison with English standards, unlike old A\* to G grading.

# World-class qualifications

All Edexcel qualifications are developed to meet Pearson's World Class Qualification design principles



Endorsement of educational **thought-leaders and assessment experts** from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

# Supporting Transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills **naturally** occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>



# Polls

- How many years have you been teaching international GCSE Islamiyat or Islamic Studies?
- In which country do you teach?
- How many students in your school study international GCSE Islamic Studies?

# **Assessment Objectives**

# Islamic Studies Assessment Objectives

## Assessment objectives and weightings

		% in International GCSE
<b>AO1</b>	Recall, select and communicate knowledge and understanding of relevant facts from the faith and history of Islam	33*
<b>AO2</b>	Demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam	40
<b>AO3</b>	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 give 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><b>AO1 2 marks</b></p> <p>Award 1 mark for each teaching identified, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"><li>• Paradise lies at the feet of your mother (1)</li><li>• Mothers are most worthy of good companionship (1)</li><li>• Kindness to one's mother is more important than kindness to one's father (1)</li></ul> <p><b>Accept any other appropriate response.</b></p>	<b>(2)</b>

## Part b) Mark Scheme

- Describe the features of the payment of Zakah by Muslims.

Question number	Answer	Mark
6(b)	<p style="text-align: center;"><b>AO1 3 marks</b></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"><li>• 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)</li><li>• 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).</li></ul> <p><b>Accept any other appropriate response.</b></p>	<p style="text-align: center;"><b>(3)</b></p>

# 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><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <ul style="list-style-type: none"><li>• 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).</li><li>• 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).</li><li>• 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).</li></ul>

## Part c ) Mark Scheme: Levels

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

# Part d ) Mark Scheme: Indicative content

- Assess the importance to Muslims of the belief in Muhammad (pbuh)

Question number	Indicative content
1(d)	<p><b>AO2 (6 marks)/AO3 (6 marks)</b></p> <ul style="list-style-type: none"><li>• 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).</li><li>• 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).</li><li>• 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).</li></ul>

# Part d ) Mark Scheme Levels

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

**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) 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: 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.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"><li>• Limited use of facts, some of which may be inaccurate or irrelevant. (AO1)</li><li>• Understanding addresses a narrow range of concepts/themes which lack detail and are not developed. (AO2)</li></ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"><li>• Good use of facts, which are mostly accurate and relevant. (AO1)</li><li>• Understanding addresses a range of concepts/themes, some of which are not fully detailed and/or developed. (AO2)</li></ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"><li>• Excellent use of facts, which are accurate and relevant. (AO1)</li><li>• Understanding addresses a broad range of concepts/themes, which are detailed and fully developed. (AO2)</li></ul>

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

# Part d) question: True marks

**Example 1** was awarded Level 1 – 3 marks

**Example 2** was awarded Level 2 – 6 marks

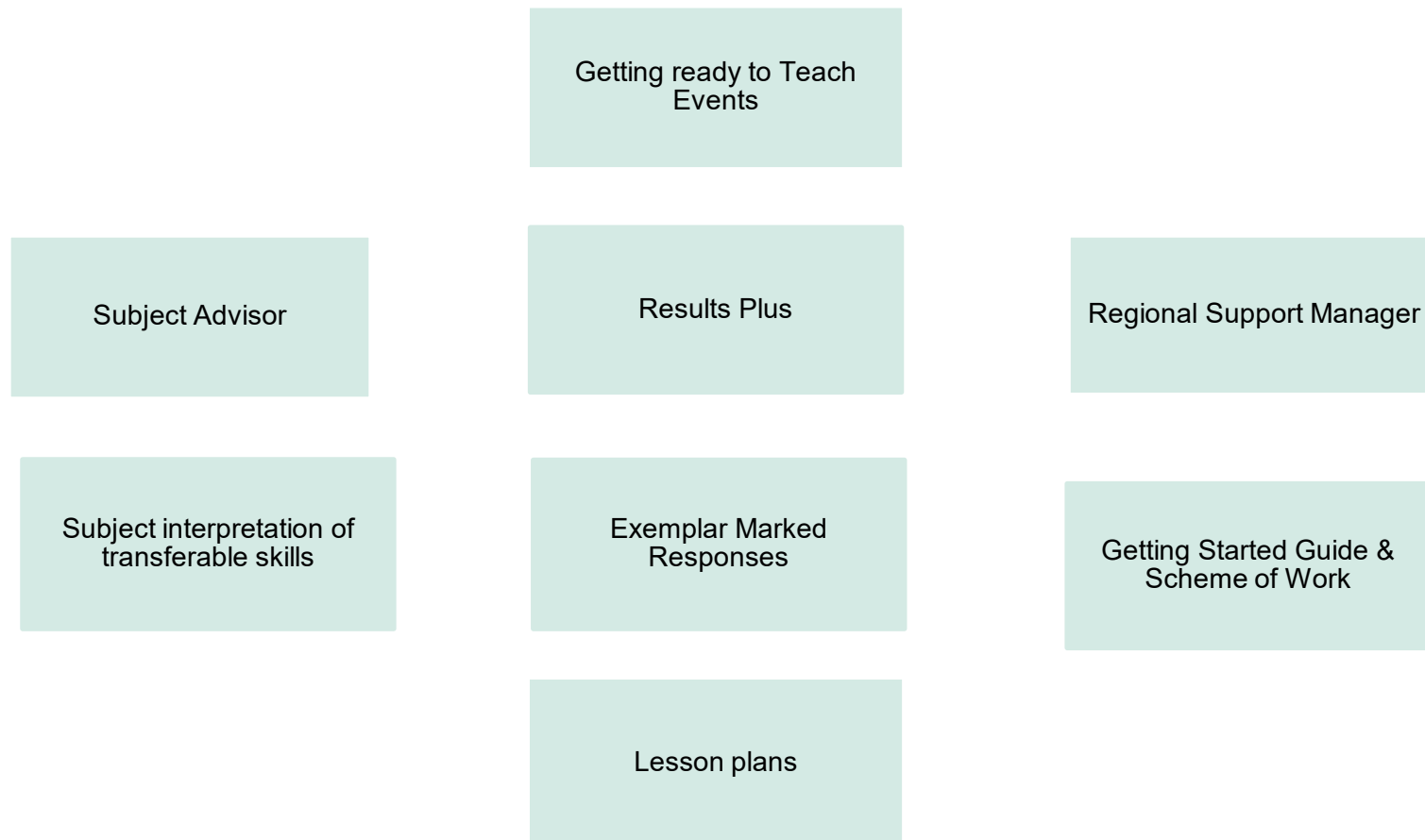
# Part d) question: Level 3

Some candidates in the first exam (in 2019) were able to produce Level 3 responses to part d) questions.

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

# Conclusion

# Support Overview for International GCSE in Islamic Studies



- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps: <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

# Your Subject Advisor

Sally Dodsley

Twitter: [@Edexcel\\_Geog](#)

[Email or live chat](#)

You can sign up for Sally's e-updates by completing

This [online form](#)



We also have an online [community](#) especially for Geography teachers.

**Any questions?**

**Please fill in  
your evaluation forms**

**We value your feedback!**



ALWAYS LEARNING