

Delegate Booklet

Course Title:

**Welcome to Pearson International GCSE
Islamic Studies: Module 2**

Course Code:

4IS1-20I02





About this event

Course Title:

Welcome to Pearson Edexcel International GCSE Islamic Studies: Module 2

Course Code:

4IS1-20IO2

Aims and Objectives

In this session 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



Agenda

Time	Item
08-8.10	Welcome and introductions
08.10-8.25	Understanding Assessment Objectives
08.25-8.45	Understanding the different question types
08.45-9.05	Understanding the mark scheme
09.05-9.50	Marking Exercise
09.50-10	Questions and close



POLL

You will be asked, if you are willing to do so, to indicate via the chat box your answer to 3 questions:

1. How long have you been teaching either international GCSE Islamiyat or Islamic Studies?
2. In which country do you teach?
3. How many students in your school are studying international GCSE Islamic Studies?



MARKING ACTIVITY

Question	Your Mark, & Level for c) & d)	Examiner Mark	Notes
a) 1 st example			
a) 2 nd example			
b) 1 st example			
b) 2 nd example			
c) 1 st example			
c) 2 nd example			
d) 1 st example			
d) 2 nd example			



MARKING EXAMPLE

This is an example of a Level 3 (9 mark) answer to a question from the 2019 examination. It is included for you to read after the training session. Notes are also added that explain why the answer achieved the marks it did.

Question: 'To live a good life every Muslim should fast.' Assess this statement.

Fasting is one of the only pillars that is considered by Allah as one that cannot be done for the sake of show off. Fasting indicates that the abstinence from various activities, food and drink help to improve self-control and self-discipline. Fasting could bring many other benefits as Allah tells in Surah 2 that it is better for Muslims to fast than to not fast for worldly reasons. Fasting therefore enables a person to know that they have an obligation to treat the poor and needy in the most rightful manner. This treatment indicates that Muslims will be rewarded for their actions and will be forgiven ^{for their} ~~their~~ sins. Further, fasting is obligatory on all Muslims, especially in the Month of Ramadan as mentioned in Surah 2, and through these verses, Muslims can notify that Allah has set alternatives for every problem and therefore helped Muslims to fast in some way. This stresses the importance of fasting on Muslims ^{by} ~~and~~ Allah as it help to develop Muslim's inner selves' faith and ~~their~~ purifies them spiritually and physically. This therefore help Muslims to practise self-control and patience which helps ~~to~~ them to live a good life without committing sins and placing trust and fear ~~at~~ upon Allah alone.



However, some others may also have an opinion that a good life is not only the result of fasting but also of other factors such as salah, zakah^{etc.}. They may refer to Surah 2 to indicate that good life is also due to a person's action in terms of glorifying Allah and thanking Allah for all what Muslims have been blessed. These opinions are also ~~not~~ exclusive in determining if a person lives a good life or not.

Thus there are various opinions and considerations other than fasting that decide if a Muslim can lead a good life.

Comment

First of all, this is a balanced discussion. The candidate speaks of the value of fasting, but also explains that a good life is made up of other aspects of behaviour. This is a legitimate approach to provide the other perspective that is required. The candidate did not need to argue that fasting is not valuable, thereby contradicting Muslim belief, it was enough to say rather that it might be thought insufficient. This illustrates one of the various approaches that can be made to provide more than one point of view, and to demonstrate that the candidate is able to analyse the claim under discussion.

Furthermore, there is evidence of the development of arguments and the candidate makes effective use of the assigned text

All this would lead the examiner to see this as a Level 3 response.

If the candidate had provided further development of the second point of view, for example by considering the problem of those for whom fasting could bring hardship, then it could have scored more marks within the Level.



QUESTIONS

If you have any remaining questions, you will be invited to send them via the chat box at the end of the session. If they occur to you after the session, they can be sent via the Subject adviser who will pass them on to the person best placed to answer them. There is a box below for you to make note of them in case you forget them.

QUESTIONS: