

# INTERNATIONAL GCSE

## Islamic Studies (9-1)

### GETTING STARTED GUIDE

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Pearson Edexcel International GCSE in Islamic Studies (4IS1)

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## Introduction

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This Getting Started guide provides an overview of our new International GCSE Islamic Studies qualification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

Our package of support to help you plan and implement the new specification includes:

**Planning** – We will provide a course planner and an editable scheme of work that you can adapt to suit your department. We also provide face-to-face and online training for international and UK-based schools.

**Teaching and learning** – To support you in delivering the new specification, we will provide suggested resource lists.

**Understanding the standard** – Sample assessment materials will be provided and also student exemplars with examiner written commentaries.

**ResultsPlus** – provides the most detailed analysis available of your students' examination performance. It can help you identify topics and skills where students could benefit from further learning. We will also offer examWizard, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiners' reports for a range of GCSE and GCE subjects.

**Support** – Our subject advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters to keep up to date with qualification updates, and product and service news. Email our subject advisor: [eachingGeography@pearson.com](mailto:eachingGeography@pearson.com)

## Content and assessment overview

<b>Paper 1: Islamic Studies</b>	<b>*Paper code: 4IS1/01</b>
Externally assessed Written examination: 2 hours and 30 minutes First assessment: June 2019 Availability: June series only 90 marks	100% of the qualification
<b>Content overview</b> <ul style="list-style-type: none"> <li>■ Section A: The life, teachings and achievements of the Prophet Muhammad</li> <li>■ Section B: The key beliefs, practices and features of the early Muslim community founded by the Prophet</li> <li>■ Section C: Living the Muslim life today</li> <li>■ Students will be expected to study the related passages given in <i>Appendix 5: Passages from the Qur'an and Hadith</i></li> </ul>	
<b>Assessment overview</b> <ul style="list-style-type: none"> <li>■ This paper has three sections. Candidates will answer four questions in total:               <ul style="list-style-type: none"> <li>■ Section A: candidates choose <b>one</b> out of two questions</li> <li>■ Section B: candidates choose <b>one</b> out of two questions</li> <li>■ Section C: candidates answer <b>all</b> questions.</li> </ul> </li> </ul>	

## Key Changes

<b>What's new?</b>		
<b>Current Specification</b> 4IS0/01	<b>New Specification</b> 4IS1/01	<b>What students will be expected to know within the new specification</b>
<b>Section 1:</b> The Qu'ran & Hadith	<b>Section A:</b> The life, teachings and achievements of the Prophet Muhammad	To know the historical facts and understand the significance of the Prophet's achievements in the development of Islam.
<b>Section 2:</b> The Life, Teaching & Achievements of the Prophet	<b>Section B:</b> The key beliefs, practices and features of the early Muslim community founded by the Prophet	To know the historical facts and understand the significance of the beliefs and practices of the early Muslim community in the development of Islam.
<b>Section 3:</b> Set topics for Sunni & Shia students	<b>Section C:</b> Living the Muslim life today	To know how Muslims express their religion in their day-to-day lives and understand the obligations placed upon Muslims by their faith.

## Content Description

- The specification will be tailored to **suit all Muslim** students and **will not** differentiate with specific topics to be covered by Sunni or Shia students.
- Teachers should encourage discussion to enhance understanding of the key differences between the beliefs and practices of Muslims of all denominations.
- The specification is to be taught in **three** different sections, and students will be expected to study all the related *Passages from the Qur'an and Hadith*. These are to be used for developing their personal opinions as well as understanding the views of others.

## Assessment Changes Information

What's new?		
Current Specification 4IS0/01	New Specification 4IS1/01	Changes
The examination lasts 2 hours and 30 minutes and is worth 100% of the qualification.	The examination lasts 2 hours and 30 minutes and is worth 100% of the qualification.	Duration of the exam has stayed the same. The assessment comprises 100% of the qualification
Total 100 marks	Total 90 marks	The number of marks has reduced by 10.
Three sections in the Paper, plus a choice in Section 3 for Sunni/Shia students	The Sunni/Shia option no longer exists.	Candidates do not need to opt out of any one section. They are free to express the opinions that come from their personal faith background and these will be credited where the question explores the difference of opinions.
Students had to answer all questions in Section 1 (Questions 1 to 3),  Two questions from Section 2, followed by the option of Sunni/Shia in Section 3 where students had to answer further two questions.  The total number of marks available was 100.	The new qualification paper still consists of three sections. Candidates will answer one question from a choice of two from Section A, one question from a choice of two from Section B, and two compulsory questions from Section C, for a total of 90 marks.	Students given an option within Section A and B.  Section C has two compulsory questions.

<p>Section 1 had a total of 28 marks with short answer questions.</p> <p>Section 2, had a total of 36 marks.</p> <p>Section 3, also had a total of 36 marks.</p> <p>The total number of marks available was 100.</p>	<p>Section A has a total of 23 marks.</p> <p>Section B has a total of 23 marks.</p> <p>Section C has a total of 44 marks.</p> <p>The total number of marks available was 90.</p>	<p>Students given an option within Section A and B.</p> <p>Section C has two compulsory questions. Total marks = 90</p>
<p>Candidates were expected to translate Surahs and Hadith in Section 1.</p> <p>Marks were awarded according to whether they were fully or partially translated.</p>	<p>Candidates will be expected to know the passages from the Qur'an or Hadith.</p> <p>Before every 12-mark question in each Section the Arabic text as well as the translation in English of the passage will be provided for the candidate to use in order to support their answer.</p>	<p>Use Qur'an or Hadith passage on exam paper to support the answer.</p>
<p>Section 1 had shorter answers and text translations.</p> <p>Sections 2 and 3 had explanation questions and opportunities for candidates to express their own opinions and others' views.</p>	<p>In each Section every question begins with two short-answer questions, then an explanation question worth six marks and finally a longer-response question worth 12 marks, related to a given passage from the Qur'an or Hadith (see Appendix 5: Passages from the Qur'an and Hadith).</p> <p>Candidates will be expected to use their own or others' views to support their answer to the 12-mark question.</p>	<p>Students given an option within Section A and B.</p> <p>Section C has two compulsory Questions</p>

## Assessment objectives and weightings

		% in International GCSE
AO1	Recall, select and communicate knowledge and understanding of relevant facts from the faith and history of Islam	33*
AO2	Demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam	40
AO3	Analyse and interpret key questions and issues and their significance in the teachings of Islam and the lives of Muslims	27

\*A maximum of 15% of total qualification marks will assess knowledge recall.

## Example of marks breakdown (using SAM)

International GCSE Islamic Studies		Paper	Total marks: 90	Examination Series: SAM			
Qu. No	Topic Area in the Specification	Command verb/ question type	Question Total	Mark allocation per AO according to the Specification			
				AO1a	AO1b	AO2	AO3
1a	1.6	Give	2	2			
1b	1.2	Describe	3	1	2		
1c	1.1	Explain	6		3	3	
1d	1.3	Assess	12			6	6
2a	1.4	Give	2	2			
2b	1.4	Describe	3	1	2		
2c	1.4	Explain	6		3	3	
2d	1.5	Assess	12			6	6
3a	2.2	Identify	2	2			
3b	2.5	Describe/Outline	3	1	2		
3c	2.6	Explain	6		3	3	
3d	2.1	Assess	12			6	6
4a	2.7	Identify	2	2			
4b	2.1	Describe	3	1	2		
4c	2.1	Explain	6		3	3	
4d	2.6	Assess	12			6	6
5a	3.1	Identify	1	1			
5b	3.2	Describe	3	1	2		
5c	3.3	Explain	6		3	3	
5d	3.6	Assess	12			6	6
6a	3.5	Identify	1	1			
6b	3.4	Describe	3	1	2		
6c	3.7	Explain	6		3	3	
6d	3.8	Assess	12			6	6
		<b>Total marks</b>		10	20	36	24
		%		11%	22%	40%	27%
<b>Assessment objectives and weightings</b>				AO1a	AO1b	AO2	AO3

## Quick guide to understanding the marks (using SAM Section A Q1)

Question 1a: Candidates have to recall information and 'give' teachings (AO1)

Question 1b: Candidates have to 'Describe' and, in order to gain all 3 marks, they have to show an understanding through a short development. (AO1)

Question 1c: Candidates have to 'Explain' using knowledge and by demonstrating understanding of key concepts. (AO1 and AO2)

Question 1d: Candidates have to 'Assess' using their knowledge and understanding. The question will always have a linked Qur'an or Hadith passage. Candidates have to analyse and interpret key questions and issues and their significance in the teachings of Islam and the lives of Muslims (AO2 and AO3)

Question Number	Topic Area in the Specification	Command verb/ question type	Marks				
				AO1a	AO1b	AO2	AO3
1a	1.6	Give	2	2			
1b	1.2	Describe	3	1	2		
1c	1.1	Explain	6		3	3	
1d	1.3	Assess	12			6	6

## Recommended time spending per question (using SAM Section A Q1)

Question Number	Command verb/ question type	Marks	Time in minutes	Assessment Objectives
1a	Give	2	3	AO1(a)
1b	Describe	3	3-4	AO1(a and b)
1c	Explain	6	10	AO1(b), AO2
1d	Assess	12	20	AO2, AO3

\*A maximum of 150 minutes is allocated for the paper (2 hours and 30 minutes). Candidates should leave enough time to read through their scripts.

## Content Guidance

<b>What is new and how is it different from the old specification?</b>	
<b>Current Specification</b> 4IS0/01	<b>New Specification</b> 4IS1/01
<p><b>Section 1:</b></p> <p>The Qu’ran &amp; Hadith</p> <p>Translation and questions based on set passages (surahs, ayats and ahadis).</p> <p>Surahs: translation and questions drawn from the following: Al-Qari’ah, Al-Qadr, Al-Asr, Al-Ma’un, Al-Ikhlās, Al Kauthar, Al-Falaq, An-Nas.</p> <p>Ayats: translation and questions drawn from 15 set ayats.</p> <p>Ahadis: translation and questions drawn from 20 set ahadis.</p>	<p><b>Section A:</b></p> <p><b>The life, teachings and achievements of the Prophet Muhammad.</b></p> <p>Students will be expected to know the historical facts and understand the significance of the Prophet’s achievements in the development of Islam.</p> <p>Set passages from Qur’an or Hadith with each subtopic. (Appendix 5)</p>
<p><b>Section 2:</b></p> <p>The Life, Teaching &amp; Achievements of the Prophet</p> <p>Study of the biography of the Prophet with special reference to:</p> <p>His life – ancestry, early years, marriage, revelations, preaching, opposition, hijrah, defeat of Meccans, rule and death.</p> <p>The chief features of the community (ummah) which he founded, with special reference to the Shari’ah, universal brotherhood, social and economic justice, righteousness, human rights and respect for women.</p>	<p><b>Section B:</b></p> <p><b>The key beliefs, practices and features of the early Muslim community founded by the Prophet</b></p> <p>Students will be expected to know the historical facts and understand the significance of the beliefs and practices of the early Muslim community in the development of Islam.</p> <p>Set passages from Qur’an or Hadith with each subtopic. (Appendix 5)</p>

**Section 3:** Set topics for Sunni & Shia students**3 Part A (for Sunni students)**

Questions were set on the following topics:

**The Qu'ran** — its composition and nature; its doctrine of God; its teachings on various matters, in particular the day of judgement, resurrection, prophecy, crime and punishment, marriage and divorce, duties of parents and dietary laws.

**The Hadith** — reference to their origins, composition and place in Islamic law; relation to the Qu'ran; the main collections.

**Other Sources of Islamic Law** — kitab, sunnah, the ijma (consensus) and qiyas (analogy); origins and composition; permitted and forbidden actions and behaviour.

**The Kalimah and the Duties of the Believer** — witness (shahadah), prayer (salat), almsgiving (zakat), fasting (sawm), pilgrimage (hajj) and ablution (taharat).

**The Pious Caliphs** — Abu Bakr, Umar, Uthman and Ali; relation to the Prophet; their part in the expansion of Islam; summary of main achievements and assessment of personality and place in Islamic history.

**The Wives and Children** of the Prophet.

The **Companions, Exiles and Helpers** (Ashab, Muhajirun and Ansar).

**Section 3Part B (for Shi'ah students) in the old Specification**

Questions will be set on the following topics:

**The Imamate** — beliefs concerning the Imams (such as their infallibility and attributes), including belief in the Mahdi.

**Statements of Belief and Principles of Religion (Kalimah)** — the unity (tawhid) of Allah; his creation of the universe; his attributes; his justice and commands; intention and actions; resurrection; the day of judgement; paradise and hell; concept of jihad (holy war).

**The Prophethood** — basic teaching, source, materials, infallibility, attributes, belief in the Prophet as the Seal of the Prophets, revealed books, angels, the fourteen blessings (the fourteen infallibles).

**Practical Aspects of the Religious Teaching** — prayer, almsgiving (zakat), fasting and pilgrimage (hajj), conditions of prayer, ablutions, obligatory prayer, modes of prayer, Friday prayers, festival prayers, conditions of zakat, those who deserve it, obligatory payments (khums), requisites of fasting, obligatory fasting, sunna fasting, types of pilgrimage, requisites of pilgrimage, practice of jihad.

**Ethical Teaching** — enjoining the right and forbidding the wrong, the avoidance of oppression, the rights of brotherhood between Muslims.

**Section C:****Living the Muslim life today**

Students will be expected to know how Muslims express their religion in their day-to-day lives and understand the obligations placed upon Muslims by their faith.

Set passages from Qur'an or Hadith with each subtopic. (Appendix 5)

No set topics to differentiate between Sunni & Shia students.

Students will study all the topics, and teachers will incorporate the various belief and practices as per topic during the discussions. This will enable students to express their personal opinions as well as understand the views of others.

Section C is a completely new approach to enable learners to understand the impact of leading a Muslim life and what it means to live as a Muslim today. This requires the candidates to analyse key teachings of Islam and how it impacts on their lives as well as of those around them.

In brief, how do Muslims put their beliefs and practices in action when living in a multicultural society.

## New Specification Subject Content

<b>Section A: The life, teachings and achievements of the Prophet Muhammad</b>	
Please see related passages for subject content 1.1 to 1.4 in <i>Appendix 5: Passages from the Qur'an and Hadith</i> .	
<b>Subject content</b>	<b>What students need to learn:</b>
1.1 Personal aspects of the Prophet's life	a) the Prophet's ancestry and the main events of his early years from birth to parenthood, including: <ul style="list-style-type: none"> <li>■ his parents and early influences, including Abu Talib and Bahira</li> <li>■ his work and business before the revelation of the Qur'an</li> <li>■ his relationship with his wives and children</li> </ul> b) the importance of the prophet's early life for his future work as the messenger of Allah
1.2 The Revelation of the Qur'an	a) the events of the 'Night of Power' (Night of Decree): <ul style="list-style-type: none"> <li>■ the details of the conversation with Jibrail in the cave at Hira</li> <li>■ the importance of this experience in the establishment of Islam</li> </ul> b) the importance to Muslims of the revelation of the Qur'an c) the way in which the Qur'an was compiled
1.3 The Prophethood of Muhammad	a) the meaning of the title 'Seal of the Prophets' b) the importance of Muhammad's role as prophet in the establishment of Islam c) the opposition faced in Makkah by the Prophet and his followers
1.4 Opposition and Hijrah	a) the events of the boycott and the Mi'raj b) the plot to kill the Prophet and the details of the flight to Madinah c) the welcome by the people of Madinah and the building of mosques on arrival there d) the significance and importance of the events of the Hijrah in the life of the Prophet and the early Islamic community e) the support given to the Prophet during his lifetime by: <ul style="list-style-type: none"> <li>■ Abu Bakr</li> <li>■ Ali ibn Talib</li> <li>■ Uthman</li> <li>■ Umar</li> </ul> f) the importance of the contribution of the Prophet's companions and helpers (Ansar) to the establishment of Islam

Please see related passages for subject content 1.5 to 1.9 in <i>Appendix 5: Passages from the Qur'an and Hadith</i> .	
Subject content	What students need to learn:
1.5 The Sunnah of the Prophet	a) the importance for Muslims of the teachings, deeds and sayings of the Prophet b) the recording of the Sunnah c) the role of the Sunnah in the establishment of Islamic belief and practice
1.6 Teachings and example of the Prophet on specific issues of justice and equality	a) The teachings and example of the Prophet on: <ul style="list-style-type: none"> <li>■ social and economic justice</li> <li>■ human rights</li> <li>■ relationship with people of other religions</li> <li>■ respect for mothers and for women</li> </ul> b) The importance of the teachings in understanding the nature of Muslim beliefs about society
1.7 The Prophet as leader	a) the role of the Prophet in the establishment of the Shari'ah b) the consolidation and expansion of Islam after the Hijrah c) the Prophet's treatment of opponents and prisoners d) the Prophet's relationship with other communities and countries
1.8 Battles fought by the Prophet	a) the battles fought by the Prophet and his followers after the Hijrah: <ul style="list-style-type: none"> <li>■ Badr</li> <li>■ Ohud</li> <li>■ Trench</li> <li>■ Khyber</li> </ul> b) the reasons the Prophet chose to fight the battles c) the importance of the battles for the establishment of Islam
1.9 The Prophet's final acts and his achievements	a) the Prophet's final pilgrimage and sermon b) the main themes and the importance of the Prophet's example and teaching in his later years c) the significant achievements of the Prophet in the areas of society, religion and politics d) the events at the Prophet's death in Madinah

## Section B: The key, beliefs, practices and features of the early Muslim community founded by the Prophet

Please see related passages for subject content 2.1 to 2.4 in *Appendix 5: Passages from the Qur'an and Hadith*.

Subject content	What students need to learn:
2.1 The nature of belief in Allah	<ul style="list-style-type: none"> <li>a) the meaning and importance of belief in the oneness of Allah (Tawhid)</li> <li>b) the meaning and importance of the attributes of Allah, including:                             <ul style="list-style-type: none"> <li>■ His omnipotence</li> <li>■ Allah as creator</li> <li>■ Allah as merciful and just</li> </ul> </li> <li>c) the meaning and importance of the teaching about shirk and nifaq (hypocrisy)</li> <li>d) the characteristics of Allah as shown in the Qur'an</li> </ul>
2.2 Risalah	<ul style="list-style-type: none"> <li>a) the nature and importance of prophethood for Muslims</li> <li>b) what the roles of prophets teach Muslims</li> <li>c) the lives of prophets before Muhammad:                             <ul style="list-style-type: none"> <li>■ Adam</li> <li>■ Ibrahim</li> <li>■ Isma'il</li> <li>■ Musa</li> <li>■ Dawud</li> <li>■ Isa</li> </ul> </li> </ul>
2.3 The holy books of Islam	<ul style="list-style-type: none"> <li>a) the nature of the Islamic holy books, specifically:                             <ul style="list-style-type: none"> <li>■ Tawrat</li> <li>■ Zabur</li> <li>■ Injil</li> <li>■ Scrolls of Abraham</li> </ul> </li> <li>b) the importance of the holy books in the establishment of Islam</li> </ul>
2.4 al-Qadr	<ul style="list-style-type: none"> <li>a) the nature and importance of predestination for Muslims</li> <li>b) how al-Qadr and free will relate to the 'Day of Judgment'</li> <li>c) the significance of belief in al-Qadr for the early Islamic community</li> <li>d) the nature and significance of evil and suffering</li> </ul>

Please see related passages for subject content 2.5 to 2.9 in <i>Appendix 5: Passages from the Qur'an and Hadith.</i>	
Subject content	What students need to learn:
2.5 Akhirah	a) the nature and teachings about life after death, including: <ul style="list-style-type: none"> <li>■ final judgment</li> <li>■ paradise (Jannah) and hell (Jahannam)</li> <li>■ life in the grave and Barzakh</li> </ul> b) how the Islamic teachings about life after death are expressed in the Qur'an
2.6 Malaikah	a) the nature and importance of angels for Muslims b) the roles and importance of the principal angels in Islamic belief, including: <ul style="list-style-type: none"> <li>■ Jibrail</li> <li>■ Mikail</li> <li>■ Israfil</li> <li>■ Izrael</li> </ul>
2.7 Shari'ah	a) the principal sources and establishment of Shari'ah law, the Qur'an and the Sunnah b) the importance of the Shari'ah in the early Islamic community c) related sources of law, such as ijma (consensus) and qiyas (analogy) d) the meaning and importance, in Muslim acts, of the difference between 'halal' and 'haram', including the distinction between the five categories (Ahkam pentad): <ul style="list-style-type: none"> <li>■ fard (compulsory)</li> <li>■ mandub (recommended)</li> <li>■ mubah (neither obligatory, recommended or disliked)</li> <li>■ makruh (disliked)</li> <li>■ haram (forbidden)</li> </ul>
2.8 Islamic etiquette, attitude and manners	a) Islamic etiquette in relations with other people b) Islamic attitudes to lying and harmful speech c) Islamic manners when eating d) the importance for Muslims of correct etiquette, attitudes and manners and the support for this found in the Qur'an and Sunnah
2.9 The early leaders of the Muslim community	a) the leadership of Islam following the death of the Prophet b) the role and achievements of the early leaders c) the importance of the period of the early leaders for the Islamic community
<b>Section C: Living the Muslim life today</b>	
Please see related passages for subject content 3.1 to 3.6 in <i>Appendix 2: Passages from the Qur'an and Hadith.</i>	
Subject content	What students need to learn:

## A Getting started for teachers

3.1 Shahadah	<ul style="list-style-type: none"> <li>a) the nature and role of Shahadah for Muslims</li> <li>b) the importance of reciting Shahadah for Muslims</li> <li>c) how the Shahadah is used in practice</li> </ul>
3.2 Salah	<ul style="list-style-type: none"> <li>a) the nature and significance of Salah for Muslims</li> <li>b) the importance of Salah in the life of Muslims</li> <li>c) how Salah is performed: <ul style="list-style-type: none"> <li>■ ablution</li> <li>■ times</li> <li>■ directions</li> <li>■ movements</li> <li>■ recitations</li> </ul> </li> <li>d) Salah in the home and mosque and at Friday (Jummah) prayer</li> <li>e) exemptions from Salah</li> </ul>
3.3 Sawm	<ul style="list-style-type: none"> <li>a) the nature, role, significance and purpose of fasting during Ramadan</li> <li>b) those who are exempt from fasting</li> <li>c) the importance of Laylat al-Qadr for Muslims today</li> </ul>
3.4 Zakah and Khums	<ul style="list-style-type: none"> <li>a) the nature and purpose of Zakah</li> <li>b) the nature and purpose of Khums</li> <li>c) the importance of Zakah and Khums for Muslims</li> <li>d) the global importance of giving support to those in need</li> </ul>
3.5 Hajj	<ul style="list-style-type: none"> <li>a) the nature, role, origins and significance of Hajj</li> <li>b) key actions performed during Hajj</li> <li>c) the importance of Hajj for Muslims</li> <li>d) benefits and challenges of attending Hajj for Muslims</li> <li>e) exemptions from the performance of Hajj for Muslims</li> </ul>
3.6 Jihad	<ul style="list-style-type: none"> <li>a) the origins, meaning and significance of jihad in Islam</li> <li>b) the distinction between the greater (inner) jihad and the lesser (outer) jihad</li> <li>c) the importance of the greater jihad in the life of Muslims</li> <li>d) the conditions for declaration of lesser jihad, including reference to Surah 2: 190–194 and 22:39</li> </ul>

Please see related passages for subject content 3.7 to 3.9 in *Appendix 5: Passages from the Qur'an and Hadith*.

Subject content	What students need to learn:
3.7 Islamic festivals	a) the origins and activities of the Islamic festivals: <ul style="list-style-type: none"> <li>■ Eid-ul-Adha</li> <li>■ Eid-ul-Fitr</li> <li>■ Ashura</li> </ul> b) the meaning and significance of the Islamic festivals for Muslims
3.8 Marriage and the family	a) the significance of marriage in Islamic life b) Muslim teachings about marriage c) Muslim teachings about the purpose of families d) ceremonies relating to birth and death and their meaning e) the importance of procreation in the strengthening of the Ummah
3.9 Muslim citizenship and religious and political leadership	a) Muslim beliefs about the nature of leadership and the responsibility of religious and political leaders b) the challenges faced by leaders of Islam in the modern world c) the challenges and responsibilities of citizenship for Muslims d) the Prophet and His successors as models of leadership

### New Specification Subject Content Guidance

In **Theme 1 – (Section A)** Students will be expected to know the historical facts and understand the significance of the Prophet's achievements in the development of Islam.

Students examine **the life, teachings and achievements of the Prophet**. The teaching is divided into nine topics, which includes looking at aspects of the Prophet's early life, the period of Revelation of the Qur'an, role of the Prophet in the establishment of Islam. It also explores the support and opposition faced by the Prophet including the events that led to Hijrah. The teachings of the Prophet are examined with specific examples, and his role as a leader is also discussed. Some of the battles that were fought after Hijrah and its importance for the establishment of Islam as well as the Prophet's achievement's are included.

Each topic has a set passage from the Qur'an or Hadith. (Appendix 5)

For the Assessment candidates will have to:

- Recall, select and communicate knowledge and understanding of relevant facts from the faith and history of Islam **(AO1)**
- Demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam **(AO2)**
- Analyse and interpret key questions and issues and their significance in the teachings of Islam and the lives of Muslims **(AO3)**

In **Theme 2 – (Section B)** Students will be expected to know the historical facts and understand the significance of the beliefs and practices of the early Muslim community in the development of Islam.

Students examine **the key beliefs, practices and features of the early Muslim community founded by the Prophet**. The teaching is divided into nine topics, which includes looking at Tawhid, attributes of Allah, and His characteristics. It also explores the nature and importance of Prophethood as well as the lives of prophets before Prophet Muhammad. The teaching also includes the importance of holy books in establishing Islam. The concept of predestination, freewill, evil & suffering is taught through the discussion of Al-Qadr. Islamic teachings of life after death are taught through the topic of Akhirah. The four angels and their roles are also included. The Shariah is examined and its importance in the early Islamic community. Teaching will also include looking at the importance for Muslims of Islamic etiquette, attitude and manners using factual evidence and also looking at the leadership of Islam after the Prophet's death.

Each topic has a set passage from the Qur'an or Hadith. (Appendix 5)

For the Assessment candidates will have to:

- Recall, select and communicate knowledge and understanding of relevant facts from the faith and history of Islam **(AO1)**
- Demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam **(AO2)**

- Analyse and interpret key questions and issues and their significance in the teachings of Islam and the lives of Muslims **(AO3)**

In **Theme 3 – (Section C)** Students will be expected to know how Muslims express their religion in their day-to-day lives and understand the obligations placed upon Muslims by their faith.

Students examine **Living the Muslim life today**. The teaching is divided into nine topics, which includes looking at the nature and role of Shahadah for Muslims and how it is used in practice. The teaching looks at the nature and significance of Salah for Muslims, and how it is performed, Jummah prayers as well as exemptions from prayers. The significance of fasting is examined and the importance of Laylat al Qadr for Muslims today. The importance, nature and purpose of Zakah & Khums are included, together with the global importance of giving support to those in need.

The importance of Hajj for Muslims, its benefits and challenges are examined. The significance of Jihad in Islam is included together with the distinction between the greater and lesser jihad. The conditions for declaration of lesser jihad are discussed further with Qur'anic reference. The origins and significance of Islamic festivals are also included. Teaching will also look at the significance of marriage, the importance of procreation in strengthening the Ummah, ceremonies related to birth and death. Finally it will examine the nature of leadership and the responsibility of religious and political leaders. This will also include the challenges faced by leaders of Islam in the modern world as well as challenges and responsibilities of citizenship for Muslims.

Each topic has set passage from the Qur'an or Hadith. (Appendix 5)

For the Assessment candidates will have to:

- Recall, select and communicate knowledge and understanding of relevant facts from the faith and history of Islam **(AO1)**
- Demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam **(AO2)**
- Analyse and interpret key questions and issues and their significance in the teachings of Islam and the lives of Muslims **(AO3)**

## Using the Mark scheme: AO1(a) only type Questions in the Exam Paper (a & b questions in Section A,B,C)

Question number	Section A 1a/2a	Section A 1b/2b	Section B 3a/4a	Section B 3b/4b	Section C 5a+6a	Section C 5b+6b	Total Marks for AO1 type only
Marks Allocated	2	3	2	3	1+1	3+3	18

### Example of 2 mark questions

**Question (1a)** targets AO1 only. It requires students to recall and communicate knowledge of relevant facts from Islam. The question asks:

1a) Give **two** teachings of the Prophet about respect for mothers. (2)

Candidates should answer this with **two** simple phrases and are not expected to develop it. A mark will be awarded for each correct point. Maximum of 2 marks is allocated for this question.

An example using SAM:

1a) **Paradise lies at the feet of your mother therefore we should respect our mothers** as they have given birth to us.

This response will only be awarded **1 mark** as it **highlights correctly one teaching**. The response carries on to explain why mothers need to be respected, but does not address the question. It does not gain any extra marks because the question only requires giving the teachings and not developing them further.

1a) **Paradise lies at the feet of your mother therefore we should respect our mothers. Kindness to one's mother is more important than kindness to one's father.**

This response will be awarded **2 marks** as it gives **2 teachings**.

**Question (2a)** targets AO1 only. It requires students to recall and communicate knowledge of relevant facts from Islam. The question asks:

2a) Give **two** occasions when the Prophet and his followers faced persecution. (2)

Candidates should answer this with **two** simple phrases and are not expected to develop them. A mark will be awarded for each correct point. Maximum of 2 marks is allocated for this question.

An example using SAM:

2a) When the Prophet left Mecca for Ta'if, he was preaching to the people there. However the people stoned him and did not listen to his teachings.

This response will only be awarded **1 mark** as it **highlights correctly one occasion**.

2a) The Prophet and his followers faced **persecution during the year of boycott and as a result there was a lot of starvation** in the desert. Another occasion was when some of the **followers of the Prophet faced torture** as a result of them accepting Islam.

This response will be awarded **2 marks** as it gives **2 different occasions**.

### Example of 1 mark question

**Question (5a)** targets AO1 only. It requires students to recall and communicate knowledge of relevant facts from Islam. The question asks:

5a) Identify **one** occasion when the Shahadah is recited. (1)

Students need to identify **an occasion**. **One** mark will be awarded for a correct occasion identified. No extra marks will be given if students write more than one.

An example using SAM:

5a) Identify **one** occasion when the Shahadah is recited. (1)

When a baby is born the Shahadah is recited into its ear.

This response will be awarded the **1 mark** as it **highlights correctly one occasion**.

5a) Identify **one** occasion when the Shahadah is recited. (1)

In Islam Shahadah is very important and all Muslims know that.

This response will not be awarded any **marks**, as it **has NOT highlighted correctly one occasion**.

### Example of 3-mark question

**Question (1b)** targets AO1 only. It requires students to recall and communicate knowledge and understanding of relevant facts from Islam by giving a short description. The question asks:

1b) Describe the conversation between the angel Jibrail and the Prophet in the cave at Hira. (3)

Award 1 mark for initial point and a further 2 marks for development that shows understanding, up to a maximum of **3** marks.

An example using SAM:

1b) The Prophet was sitting in the Cave of Hira and suddenly the angel Jibrail came to him. It was the time for the Prophet to be granted the Prophethood. He explained to him **his mission** and that he was to be the **messenger of Allah**.

This response will be awarded **2 marks** as it gives **one initial point that is developed to show an understanding**.

1b) One day when the Prophet was in the Cave of Hira, Angel Jibrail came to him and placed a tablet next to him and **asked him to "Read"**. The Prophet was suddenly **given the ability to read** and recited the verses of the Qur'an: "Recite in the name of your Lord". He was able to read the verses although he had **not learnt to read and write**.

This response will be awarded **3 marks** as it gives **one initial point that is well developed to show a clear understanding**.

**Question (5b)** targets AO1 only. It requires students to recall and communicate knowledge and understanding of relevant facts from Islam by describing it shortly. The question asks:

5b) Describe the actions that form part of Friday (Jummah) prayers. (3)

Award 1 mark for initial point and a further 2 marks for development that shows understanding, up to a maximum of **3** marks.

An example using SAM:

5b) Muslims meet together for **Friday prayers**.

This response will only be awarded **1 mark** as it gives **one initial point only**.

5b) The **Imam delivers a sermon** to tell people to live an Islamic life according to the **Quran & Hadith**.

This response will be awarded **2 marks** as it gives **one initial point that is developed to show an understanding**.

5b) Muslims meet **together for Friday prayers to pray** Jummah prayers and it helps to bring all **worshippers together**. This means the whole Muslim **community that is the Ummah**, comes together to worship and this reflects the **strength of the faith**.

This response will be awarded **3 marks** as it gives **one initial point that is well developed to show a clear understanding**.

**Question (6b)** targets AO1 only. It requires students to recall and communicate knowledge and understanding of relevant facts from Islam by describing it shortly. The question asks:

6b) Describe the features of the payment of Zakah by Muslims.	(3)
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Award 1 mark for initial point and a further 2 marks for development that shows understanding, up to a maximum of 3 marks.

An example using SAM:

6b) Describe the features of the payment of Zakah by Muslims.	(3)
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For Muslims **Zakah is a compulsory act to give to those in need**

This response will be awarded **1 mark** as it gives **one initial point**.

For Muslims **Zakah is a compulsory act to give to those in need**. It is a **religious tax**.

This response will be awarded **2 mark** as it gives **one initial point that is developed to show an understanding**.

For Muslims **Zakah is a compulsory act to give to those in need**. It is a **religious tax**. By giving, a person will be **thankful for how Allah has been good to them, and it is their moral duty** to help those who cannot afford basic living in life.

This response will be awarded **3 mark** as it gives **one initial point that is well developed to show a clear understanding**.

## Using the Mark scheme: AO1(b) & AO2 only type Questions in the Assessment Paper – c) questions in Section A,B,C)

<b>Question number</b>	<b>Section A</b> 1c/2c	<b>Section B</b> 3c/4c	<b>Section C</b> 5c	<b>Section C</b> 6c	Total Marks for AO1(b) and AO2 type only
<b>Marks Allocated</b>	6	6	6	6	24

**Question ‘c’** in all Sections (A, B, C) targets AO1(b) & AO2 objectives. It requires students to recall and communicate knowledge and understanding of relevant facts from Islam. Candidates have to demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam. The questions ask:

c) Explain how..... or Explain why..... or Explain the..... (6)

Marks are credited with level progression where the candidates’ use of facts, accuracy and relevance are taken into consideration.

Candidates should be encouraged to use relevant material to help in being credited higher 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>

## An example using SAM: Question 1c

1c) Explain how Khadijah helped to support the work of the Prophet

(6)

Question number	Indicative content
1(c)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p>Answers could include:</p> <ul style="list-style-type: none"> <li>■ Khadijah believed in the revelation of the Qur'an and was the first person to convert to Islam (AO1). Khadijah's conversion encouraged others to believe in the Prophet and this will have encouraged more converts and helped to spread Islam (AO2).</li> <li>■ She accompanied the Prophet through many trials, including for example, during the year of grief (AO1). Her steadfastness gave the Prophet courage and this helped him to overcome opposition and remain faithful to his duty (AO2).</li> <li>■ Because of her wealth she was able to provide the Prophet with financial support (AO1). Her financial support gave him time and freedom, and this allowed him to preach the message, and so advance the progress of Islam (AO2).</li> </ul> <p>Accept any other valid responses.</p>

1c) Explain how Khadijah helped to support the work of the Prophet

(6)

When the Prophet used to come back from Mount Hira he would tell Khadija about his day. She **believed in the Prophet and in the revelation of the Qur'an. So she was the first person to convert to Islam.**

**Limited use of facts**, some of which may be inaccurate and irrelevant. (AO1) 1 mark

This response will be awarded **Level 1-1 mark** as it has limited use of facts. **One factual point is given but is NOT developed.**

1c) Explain how Khadijah helped to support the work of the Prophet (6)

When the Prophet used to come back from Mount Hira he would tell Khadija about his day. When the Prophet received his mission, on the day when Angel Jibrail asked him to 'Read', she believed in the Prophet and in the **revelation of the Qur'an. So she was the first person to convert to Islam.** Because she converted, many others started **believing in the Prophet too, and as a result this helped to spread Islam.**

**Limited use of facts**, some of which may be inaccurate and irrelevant. (AO1) 1 mark

Understanding addresses a range of concepts/themes, which lack detail and are not developed. (AO2) 1 mark

**Level 1-2 marks**

This response will be awarded **Level 1-2 mark** as it has limited use of facts. **One factual point is given with a development.**

1c) Explain how Khadijah helped to support the work of the Prophet (6)

When the Prophet used to come back from Mount Hira he would tell Khadija about his day. When the Prophet received his mission, on the day when Angel Jibrail asked him to 'Read', she believed in the Prophet and in the **revelation of the Qur'an. So she was the first person to convert to Islam.** Because she converted many others started **believing in the Prophet too, and as a result this helped to spread Islam.**

Secondly, Khadijah went through **a lot of hardships with the Prophet** for example the year of grief. Because of her steadfastness, it gave a **lot of courage to the Prophet and helped him to overcome so many who were opposing him, as well as to remain faithful** to his duties and the mission that he was chosen for.

Good **use of facts**, which are mostly accurate and relevant. (AO1) 2 marks

Understanding addresses a range of concepts/themes, some of which are not fully detailed and/or **developed.** (AO2) 2 marks

**Level 2-4 marks**

1c) Explain how Khadijah helped to support the work of the Prophet (6)

When the Prophet used to come back from Mount Hira he would tell Khadija about his day. When the Prophet received his mission, on the day when Angel Jibrail asked him to 'Read', she believed in the Prophet and in the **revelation of the Qur'an. So she was the first person to convert to Islam.** Because she converted, many others started **believing in the Prophet too, and as a result this helped to spread Islam.**

Secondly, Khadijah went through **a lot of hardships with the Prophet** for example the year of grief. Because of her steadfastness, it gave a **lot of courage to the Prophet and helped him to overcome so many who were opposing him, as well as to remain faithful** to his duties and the mission that he was chosen for.

Finally Khadija was a very wealthy lady and this meant she was able to **provide financial support to the Prophet.** The financial support gave him **time and freedom to preach the message of Allah and take forward Islam and the mission** that he was chosen for.

Excellent **use of facts**, which are mostly accurate and relevant. (AO1) 3 marks

Understanding addresses a broad range of concepts/themes, which are detailed and **fully developed.** (AO2) 3 marks

**Level 3-6 marks**

## Another example using SAM: question 4c

4c) Explain the importance for Muslims of the belief that Allah is merciful (6)

Question number	Indicative content
4(c)	<p style="text-align: center;"><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>

4c) Explain the importance for Muslims of the belief that Allah is merciful (6)

He is kind and merciful so knows that **human beings can be weak and will end up making mistakes** that are actually sins.

**Limited use of facts**, some of which may be inaccurate and irrelevant. (AO1) 1 mark

This response will be awarded **Level 1-1 mark** as it has limited use of facts. **One factual point is given but is NOT developed.**

4c) Explain the importance for Muslims of the belief that Allah is merciful (6)

He is kind and merciful so knows that **human beings can be weak and will end up making mistakes** that are actually sins. Because only Allah understands the weakness of human beings, he will have **mercy on those who have gone astray, and they will get the strength to continue to do good and become faithful.**

**Limited use of facts**, some of which may be inaccurate and irrelevant. (AO1) 1 mark

Understanding addresses a range of concepts/themes, which lack detail and are not developed. (AO2) 1 mark

**Level 1-2 marks**

This response will be awarded **Level 1-2 mark** as it has limited use of facts. **One factual point is given with a development.**

4c) Explain the importance for Muslims of the belief that Allah is merciful (6)

He is kind and merciful so knows that **human beings can be weak and will end up making mistakes** that are actually sins. Because only Allah understands the weakness of human beings, he will have mercy on those who have gone astray, as people ask for **forgiveness from Him and get the strength to continue to do good and become faithful.**

Furthermore the Holy Qur'an teaches us that Allah is willing to forgive even a very bad offence, provided the person who has sinned is truly sorry and **asks for forgiveness.** The **Prophet has shown many examples where he has forgiven, and this reflects what Allah can do** for any person provided they practise their religion properly.

Good **use of facts**, which are mostly accurate and relevant. (AO1) 2 marks

Understanding addresses a range of concepts/themes, some of which are not fully detailed and/or **developed.** (AO2) 2 marks

**Level 2-4 marks**

4c) Explain the importance for Muslims of the belief that Allah is merciful (6)

He is kind and merciful so knows that **human beings can be weak and will end up making mistakes** that are actually sins. Because only Allah understands the weakness of human beings, he will have mercy on those who have gone astray, as people ask for **forgiveness from Him and get the strength to continue to do good and become faithful.**

Furthermore the Holy Qur'an teaches us that Allah is willing to forgive even a very bad offence, provided the person who has sinned is truly sorry and **asks for forgiveness.** The **Prophet has shown many examples where he has forgiven, and this reflects what Allah can do** for any person provided they practise their religion properly.

In addition, because Muslims believe in Jannah as a reward for doing good, then they believe that by **repenting Allah will also allow those who repent a place in Jannah.** As Allah has told people that if they do good they will be rewarded, so by His mercy He has prepared this place, which **gives hope to all Muslims.**

Excellent **use of facts**, which are mostly accurate and relevant. (AO1) 3 marks

Understanding addresses a broad range of concepts/themes, which are detailed and **fully developed.** (AO2) 3 marks

**Level 3-6 marks**

**Using the Mark scheme: AO2 & AO3 only type Questions in the Assessment Paper (d questions in Section A, B,C)**

Question number	Section A 1d/2d	Section B 3d/4d	Section C 5d	Section C 6d	Total Marks for AO2 and AO3 type only
Marks Allocated	12	12	12	12	48

**Question 'd'** in all Sections (A, B, C) targets AO2 & AO3 objectives. Candidates have to demonstrate understanding of key concepts and themes in relation to the faith, history and teachings of Islam. They are also asked to analyse and interpret key questions and issues and their significance in the teachings of Islam and the lives of Muslims.

The question will always have stimulus material, which will be any of the taught passages from the Qur'an or Hadith. It will be presented in Arabic text and also translated into English. Candidates should refer to the significance of the passage when writing their responses in order to support their own views as well as the view of others. Teachers should encourage students to use this stimulus and apply the knowledge accordingly in order to build the progression of knowledge.

Marks are credited according to level progression, where the candidate's use of concepts/themes, leading to a balanced argument, is taken into consideration. The use of the text (stimulus) provided in order to support argument is also taken into consideration. Marks are also allocated according to the level of analysis within the response.

Candidates should be encouraged to use relevant material to help gain higher marks.

The question takes the following form:

d) A statement would be given after the stimulus passage followed by...' Assess the... (12)
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Candidates should be encouraged to use relevant material to help gain higher marks.

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>

### **An example using SAM: Question 5d**

هَلَّا لِي يَبْسَ يَفِ مَسْفُنًا أَوْ مَهْلًا أَوْ مَأْبٍ أَوْ ذَهَابًا أَوْ ابْتِرَافًا مَلَّ مَثُ هَلِوسُرَّو هَلَّابِ أَوْ نَمَّ نَيِّذَلًا نَوْنُؤْمُلًا اَمَّنَّا  
(١٥: تَارَجَلًا). نَوَقُؤْدَا صَلَّاهُ كَيْلُؤُؤْ

*The believers are only the ones who have believed in Allah and His Messenger and then doubt not but strive with their properties and their lives in the cause of Allah. It is those who are the truthful. (Qur'an: 49:15).*

(d) 'For Muslims today, the inner (greater) jihad is more important than the outer (lesser) jihad.'

Assess this statement.

You should refer to the significance of this passage from the Qur'an provided, using your own or others' views to support your answer.

(12)

Question number	Indicative content
5(d)	<p style="text-align: center;"><b>AO2 (6 marks)/AO3 (6 marks)</b></p> <ul style="list-style-type: none"> <li>■ Throughout the Qur'an, it is possible to find teachings about the struggle to follow the straight path. This is often interpreted as the greater jihad. It says in Surah 61 that those who believe in Allah should in their lives strive to live lives in His cause, and that is what would make them better people (AO2). By striving to conquer evil inclinations, Muslims both improve their spiritual lives and believe they can give a good example to those around them, and this can encourage others to become converts (AO3).</li> <li>■ The Qur'an appears to indicate that those who are being true to Allah are those who struggle with inner temptations such as wealth and wrong doing. Surah 61 also refers to wealth and suggests that a good Muslim will use their wealth in order to be faithful to Allah (AO2). The modern world is full of tension between peoples and as Islam is a religion of peace, Muslims should be helping to promote peace and not religious conflict. Surah 8 suggests that Allah prefers people to live in peace, so that they can focus on living lives based on trust in Him (AO3).</li> <li>■ In many parts of the Muslim world today, Muslims are concerned that their religion is under attack and some believe they have an obligation to fight to protect their faith. This is a requirement for lesser jihad (AO2). Sometimes the fight against injustice can involve violence, such as the opposing of tyrants and so jihad as holy war can be important to ensure that Muslims are allowed to express their faith. To support this, some Muslims would point to another part of Surah 8, which says that Muslims should 'ready their strength' and so be prepared to fight (AO3).</li> </ul>

(5d) 'For Muslims today, the inner (greater) jihad is more important than the outer (lesser) jihad.'

Assess this statement.

(12)

This verse from the Qur'an shows that those who have faith in Allah, and follow the path that He has chosen for His believers, will always act in a way that will help them to **strive in the cause of Allah**. They become the ones who are truthful to their religion. There are also other verses in the Qur'an that talk about the inner Jihad as very important for Muslims today especially as they have to **conquer all the evil desires** that may be around them because of all the technological advancement. This helps them to live their **spiritual lives as well as become role models** for others around them, so that people can see what a good Muslim really is. Furthermore the actions can also encourage **others to convert** and lead an Islamic life.

Also in the Quran it tells Muslims to **share** their wealth with others who are not well-off. This means **fighting with your inner jihad** and giving to those who are less fortunate.

**Level 2 – 6 marks** Good use of the text provided to support argument. (AO2) 3

Some application of own/others' views to consider questions/issues. (AO3) 3

(5d) 'For Muslims today, the inner (greater) jihad is more important than the outer (lesser) jihad.'

Assess this statement.

(12)

This verse from the Qur'an shows that those who have faith in Allah, and follow the path that He has chosen for His believers, will always act in a way that will help them to **strive in the cause of Allah**. They become the ones who are truthful to their religion. There are also other verses in the Qur'an that talk about the inner jihad as very important for Muslims today especially as they have to **conquer all the evil desires** that may be around them because of all the technological advancement. This helps them to live their **spiritual lives as well as become role models** for others around them, so that people can see what a good Muslim really is. Furthermore the actions can also encourage **others to convert** and lead an Islamic life.

Also in the Quran it tells Muslims to **share** their wealth with others who are not well-off. This means **fighting with your inner jihad** and giving to those who are less fortunate. This really reflects what the Qur'an verse says, giving in the way of Allah to help others.

The Quran verse is about believers striving with their properties & their lives in the cause of Allah. **Those who do are the truthful ones**. In today's world we can easily see how **violence is being spread and people are targeted** by it. **Islam is a religion of peace as the word itself means 'Peace'**. **Muslims have a duty to promote peace and not to encourage violence**. There should be **religious harmony and not conflict**. **Allah has said in the Qur'an that He prefers people to live in peace**, and to focus their lives based on trust in Him.

However, in many parts of the world today, **Muslims are under attack and their religion is threatened**, and **some believe they have an obligation to fight** in order to **protect their faith**. This becomes a **lesser jihad**. At times standing against any kind of injustice, for example opposing a tyrant or a dictator, is important. At that time jihad as a holy war becomes the lesser jihad for Muslims. An example is that Muslims in some countries have had to fight for their rights against the dictator leader at the time. This shows that Muslims are allowed defend their right to **express their faith**. The Quran also informs **Muslims about strengthening their faith and being ready to defend it at the time of need**.

**Level 3 – 12 marks** Excellent use of the text provided to support argument. (AO2) 6  
Interpretation of information will be excellent, with thorough analysis of issues. (AO3) 6

## Course Planner with Guided Learning Hours

Section A: Theme 1	Section B: Theme 2	Section C: Theme 2
<b>The life, teachings and achievements of the Prophet Muhammad</b>	<b>The key, beliefs, practices and features of the early Muslim community founded by the Prophet</b>	<b>Living the Muslim life today</b>
Students will be expected to know the historical facts and understand the significance of the Prophet's achievements in the development of Islam.	Students will be expected to know the historical facts and understand the significance of the beliefs and practices of the early Muslim community in the development of Islam.	Students will be expected to know how Muslims express their religion in their day-to-day lives and understand the obligations placed upon Muslims by their faith.
1.1 Personal aspects of the Prophet's life 1.2 The Revelation of the Qur'an 1.3 The Prophethood of Muhammad 1.4 Opposition and Hijrah 1.5 The Sunnah of the Prophet 1.6 Teachings and example of the Prophet on specific issues of justice and equality 1.7 The Prophet as leader 1.8 Battles fought by the Prophet 1.9 The Prophet's final acts and his achievements	2.1 The nature of belief in Allah 2.2 Risalah 2.3 The holy books of Islam 2.4 al-Qadr 2.5 Akhirah 2.6 Malaikah 2.7 Shari'ah 2.8 Islamic etiquette, attitude and manners 2.9 The early leaders of the Muslim community	3.1 Shahadah 3.2 Salah 3.3 Sawm 3.4 Zakah and Khums 3.5 Hajj 3.6 Jihad 3.7 Islamic festivals 3.8 Marriage & the family 3.9 Muslim citizenship and religious & political leadership
<b>40 Guided learning hours</b>	<b>40 Guided learning hours</b>	<b>40 Guided learning hours</b>
<b>4 Hours per topic x 9=36 hours</b> <b>Additional 4 hours built in to reinforce Subject knowledge, Revision &amp; Additional Assessment support</b>	<b>4 Hours per topic x 9=36 hours</b> <b>Additional 4 hours built in to reinforce Subject knowledge, Revision &amp; Additional Assessment support</b>	<b>4 Hours per topic x 9=36 hours</b> <b>Additional 4 hours built in to reinforce Subject knowledge, Revision &amp; Additional Assessment support</b>
Total Guided learning Hours= 120 Guided Learning 54 weeks –18 weeks per Theme/Section approximately 2 weeks per individual topic Course Delivery over 2 years 3 Themes in the Specification, which are assessed as 3 Sections A, B, C in the Examination Paper.		

## Delivery of the qualification – Suggested resources

The following are a selection of resources to support teaching and learning for some sections of the specification content.

A full list of resources can be found in the scheme of work, which is online at the Pearson Edexcel International GCSE in Islamic Studies webpage.

These resources are suggestions, and teachers should use their professional judgement to choose any other resources as they wish.

### 2.9 The early leaders of the Muslim community

<https://whoishussain.org/who-is-hussain/the-day-of-ashura/>

Examine the day of Ashura and the sacrifice of Imam Hussain.

What were the reasons for Kerbala to happen?

Why did Imam Hussain refuse to bow to the demands of Yazid?

How is Imam Hussain important as a leader for the Muslim community?

How do all the leaders influence Muslims in all generations over time?

What message can Muslims get from the leaders' experiences?

### 3.2 Salah

<https://www.truetube.co.uk/film/muslim-prayer>

Useful to create classroom discussion. Teachers have a pool of questions to follow the clips as an activity. It can be fill in the blanks for specific actions when there is discussion in the clip. This will ensure all are engaged and are attentive to the information.

### 3.3 Sawm

<http://www.bbc.co.uk/education/clips/zw37tfr>

Activity with the clip below- Discuss after seeing the clip how fasting helps- does it help at a family level? Does it help to remember the pangs of the poor and needy? Is it good enough to be an observing Muslim during the month of fasting or does one need to continue?

### Delivery of the Qualification – Transferable skills

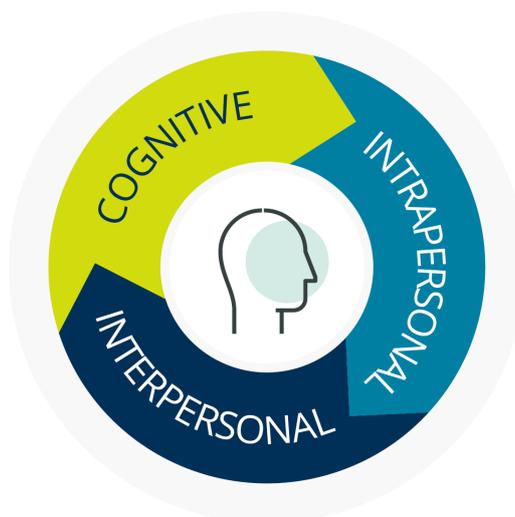
In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework <sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Islamic Studies and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: [qualifications.pearson.com](http://qualifications.pearson.com)

<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>2</sup> Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

# B Getting started for students

## Student guide

### Why study the Pearson Edexcel International GCSE in Islamic Studies?

This course will enable you to:

- develop students' knowledge and develop understanding of the religion, history and culture of Islam, and to engage with questions in relation to contemporary and historical issues within Islam
- develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of Islamic Studies
- understand the influence of factors previously and currently affecting individuals, communities and societies
- challenge students to reflect on and develop their own understanding of what they have learned, and contribute to their preparation for adult life in a global community.

### What do I need to know, or be able to do, before taking this course?

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages, otherwise there are no prior learning requirements for this qualification.

**Is this the right subject for me?** Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, [students@pearson.com](mailto:students@pearson.com), to discuss any outstanding questions you might have? You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

**How will I be assessed?** This course is assessed through 100% examination

**What can I do after I've completed the course?** You can progress onto further study of History and other similar subjects at IAL and A Level, and then onto Higher Education.

**What next?** Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html>

For information about Edexcel, BTEC or LCCI qualifications  
visit [qualifications.pearson.com](http://qualifications.pearson.com)

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