

# EDEXCEL INTERNATIONAL GCSE (9-1)

## Islamic Studies 4IS1

GETTING READY TO TEACH

Event code: 16IBAH01

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First teaching in 2017, first assessment in 2019.

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# Welcome to participants

Your trainer today will be:



## Aims and Objectives

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- ❖ Consider the structure, content and assessment of this qualification through examining each of the papers in detail, and the support available to guide you through these changes
- ❖ Consider the key changes from 4IS0, including the new texts
- ❖ Learn about the new 9-1 grading scale
- ❖ Explore possible teaching and delivery strategies for the new qualification.

# Session Agenda

Personal introductions

Introduction to the assessment

What's new and what remains

Activity 1 – How to teach a specific topic

Break

What can be learnt from the Sample Assessment Materials

Lunch Break

Activity 2 – A discussion about the SAMs

Activity 3 -Preparing a lesson

Resources

## Introduction to the Assessment

### Content

The course is divided into three key sections:

- A. The life, teachings and achievements of the Prophet Muhammad
- B. The key beliefs, practices and features of the early Muslim community founded by the Prophet
- C. Living the Muslim life today.

### Assessment Objectives / Skills Tested

- AO1 Recall, select and communicate knowledge and understanding of relevant facts
- AO2 Demonstrate understanding of key concepts and themes
- AO3 Analyse and interpret key questions and issues and their significance

### Structure of Assessment

One written exam paper.

The exam to last two and a half hours.



# Three themes

Divided into three sections:

## Section A

**The life, teachings and achievements of the Prophet Muhammad**

e.g. The Sunnah of the Prophet, the Hijrah, the Prophet's final days

## Section B

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

e.g. The characteristics of Allah, belief in angels, Akhirah

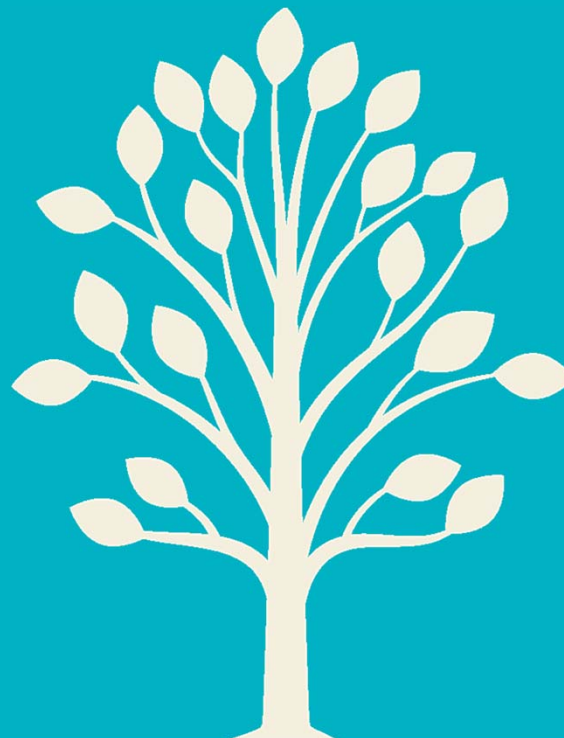
## Section C

**Living the Muslim life today**

e.g. Hajj, Festivals, Marriage and family life



# What parts of the specification remain the same?



# What remains of the previous Specification?

**Emphasis on the life and teaching of the Prophet Muhammad**

**Emphasis on the beliefs and experience of the early Islamic community**

**Many of the individual topics mirror material that was in the previous specification.**

**The use of specified texts from the Qur'an and Hadith**





# What is new?



# What is new?

The name! The new specification will be entitled **Islamic Studies**

Candidates are not expected to translate Arabic texts as part of the examination.

New, extended texts from the Qur'an and Hadith, which will be given as part of the 12 mark questions

No separate sections for Sunni/Shi'ah Muslims on the specification or the examination paper

A new section about how Muslims live out their beliefs in the modern world

A new structure for the examination and new styles of questions.



# **A look at the new specification in detail**



# The use of specified texts

**Each topic has a text assigned, either from the Qur'an or from the Hadith, to be taught and studied in the classroom**

**They are given in the Specification in both Arabic and English**

**All part d) questions on the examination paper will include the text, but it will be given in both Arabic and English, with no need for translation.**

**Candidates will be asked to use the text to illustrate and develop their answers to part d) questions**

**Work done in the classroom will also develop skills in reading and understanding sacred texts**

# No separate Sunni/Shi'a sections

**None of the sections in the Specification or the examination will include separate topics for Sunni and Shi'a Muslims**

**The questions will be designed so that Muslims from any group should be able to answer**

**Candidates who introduce into their answers distinctions between Sunni and Shi'a beliefs and practice will be rewarded, provided what is said is correct and relevant to the question.**

# A new section – Living the Muslim Life Today

**The new section seeks to draw on candidates' understanding, or personal experience, of the challenges of living the Muslim life today**

**It includes topics drawn from the Five Pillars and the Ten Obligatory Acts**

**There will also a topic considering Marriage and Family Life**

**The final new topic looks at the challenges of citizenship, and the leadership of Muslim communities in the modern world.**

# The New Texts

Each Section of the Specification has 9 topics, and each topic has one assigned text and, in one case (Marriage and Family), two assigned texts.

The texts are taken either from the Qur'an or Hadith, and are given in both Arabic and English. Some of them are rather longer than the verses on the previous specification.

There are no questions that ask for texts to be translated.

Part d) questions will require candidates to use the text (provided on the exam paper in both languages) to develop their answers to the questions.

The more thoroughly students study the meaning of the texts, and their significance in respect of the topic, the more fully they will be able to use them to develop their answers and maximise their marks.

On all part b), part c) and part d) questions students can also use passages from any other texts they know, and will be rewarded if they help to develop their answers.



# The New Texts

## An example on The Shari'ah

### **Qur'an 5:48**

وَأَنْزَلْنَا إِلَيْكَ الْكِتَابَ بِالْحَقِّ مُصَدِّقًا لِّمَا بَيْنَ يَدَيْهِ مِنَ الْكِتَابِ وَمُهَيْمِنًا عَلَيْهِ فَاحْكُم بَيْنَهُم بِمَا أَنْزَلَ اللَّهُ وَلَا تَتَّبِعْ أَهْوَاءَهُمْ عَمَّا جَاءَكَ مِنَ الْحَقِّ لِكُلِّ جَعَلْنَا مِنْكُمْ شِرْعَةً وَمِنْهَاجًا وَلَوْ شَاءَ اللَّهُ لَجَعَلَكُمْ أُمَّةً وَاحِدَةً وَلَكِنْ لِيَبْلُوَكُمْ فِي مَا آتَاكُمْ فَاسْتَبِقُوا الْخَيْرَاتِ إِلَى اللَّهِ مَرْجِعُكُمْ جَمِيعًا فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ فِيهِ تَخْتَلِفُونَ (المائدة: ٤٨)

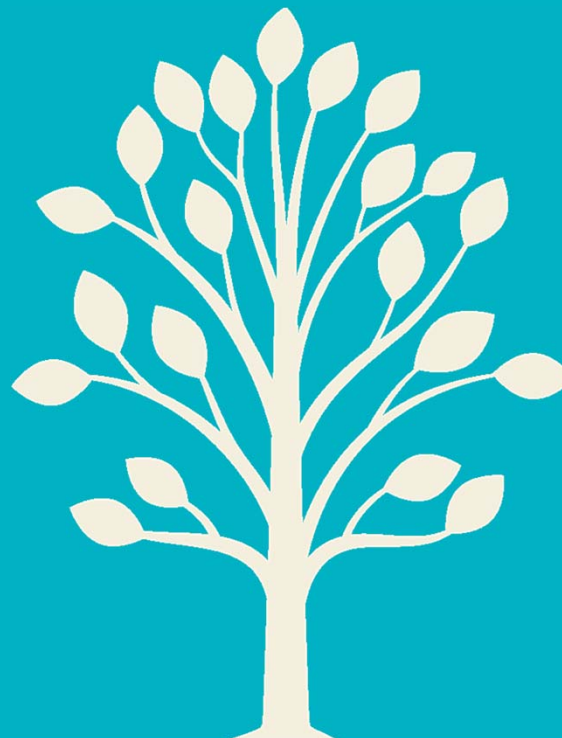
***“And We have revealed to you, [O Muhammad], the Book in truth, confirming that which preceded it of the Scripture and as a criterion over it. So judge between them by what Allah has revealed and do not follow their inclinations away from what has come to you of the truth. To each of you We prescribed a law and a method. Had Allah willed, He would have made you one nation [united in religion], but [He intended] to test you in what He has given you; so race to [all that is] good. To Allah is your return all together, and He will [then] inform you concerning that over which you used to differ”.***





# Discussion

## An opportunity to share ideas



## **How to teach about the Prophet's final acts and achievements?**

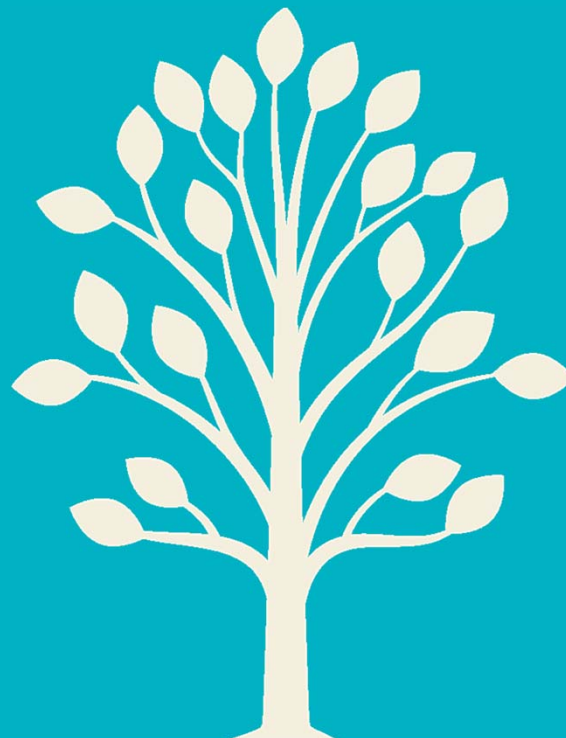
Let's look in detail at this topic from the specification (1:9)

Now spend about 15 minutes jotting down some ideas about how you might approach teaching this topic. For example:

- What knowledge needs to be taught?
- How might we incorporate the prescribed text?
- What other texts and stories could be included?
- What kinds of discussion questions could be asked?
- How can students be encouraged to evaluate this topic?



# Break



# What will the examination look like



# New style questions

**Each of the three main sections will have two questions on the exam paper, and each question will be in four parts.**

**Candidates will answer one question from Section A, one question from Section B, and BOTH questions from Section C**

- a) will be short ‘recall’ questions (worth 1 or 2 marks)**
- b) questions will involve both recall with understanding of the relevant facts (worth 3 marks)**
- c) questions will require candidates to demonstrate understanding of the topic (worth 6 marks)**
- d) questions will look for evidence of the ability to interpret and analyse (worth 12 marks).**

**But we will look at questions in more detail later, with more explanation**

# How the marks are awarded in the examination

Question 1 or 2	23 marks
Question 3 or 4	23 marks
Both questions 5 & 6	22+22 = 44 marks
Total for the paper	90 marks

## a) Style questions

Give two teachings of the Prophet about respect for mothers (2 marks)

The command words for a) questions could also be 'identify' or 'state'.

This question requires simple recall. So two teachings simply expressed will gain the marks.

For example:

Paradise lies at the feet of your mother (1).

Mothers are most worthy of good companionship (1).

## b) Style questions

Describe what the Qur'an teaches about life after death (3 marks).

The command word for b) questions is 'describe'.

This style of question requires candidates to recall a teaching or an event.

But the describe command word also asks for candidates to develop the answer by showing they understand the relevant facts.

A possible answer for 3 marks might be:

The Qur'an teaches there is an afterlife (1). Muslims will go either to Jahannam or Jannah (1). This will depend on how they are judged (1).



## c) Style questions

Explain the importance of fasting (sawm) for Muslims (6 marks).

The command word for c) questions is 'explain'.

This style of question requires candidates to demonstrate an understanding of the topic of the question, often asking why something is held to be important.

This is marked according to a Levels Mark Scheme. An example of a Level 3 answer:

Fasting **rules forbid the taking of food or liquid during the daylight hours** during Ramadan, because **the fast is to make demands on the person** fasting. Allah **teaches that every person** is our brother or sister and that everything that is good in the world is his gift to the whole of mankind. Muhammad also taught in his final sermon that all **people are of equal value to Allah**. Fasting like this **reminds Muslims of those less fortunate** than themselves, such as those who are poor or the victims of hunger in some parts of the world. This **increases their compassion for them, helps to develop a strong moral character and strengthens the ummah**.

## d) Style questions

Assess the importance to Muslims of following the example set by the Prophet to live a good life (12 marks).

The command word for d) questions is 'assess'.

Part d) questions are also marked according to a Levels mark scheme. A good answer will include:

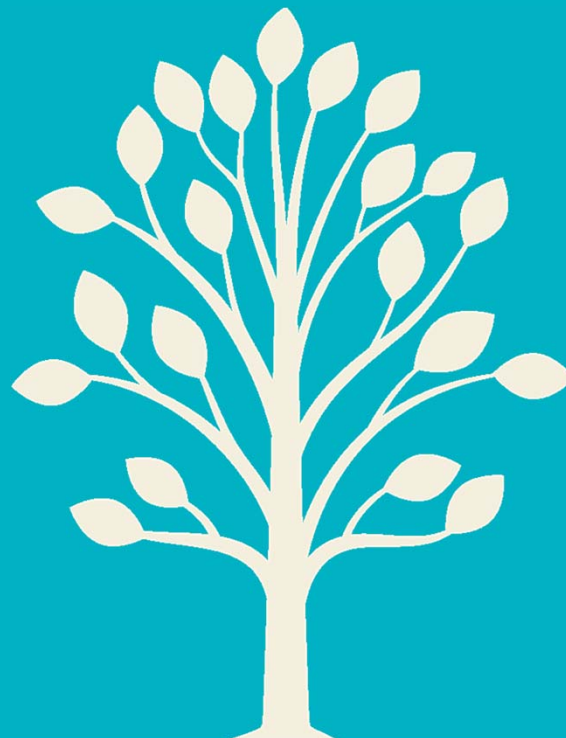
An explanation of Muslim belief about the role of the Prophet as teacher and guide, perhaps illustrated with teachings from the Qur'an and Hadith.

A consideration of other ways in which Muslims might seek advice and guidance about how to live a good life, including parents, teachers, imams and, of course, the Qur'an directly.

The answer should make direct use of the text and underlying teaching of the passage given in the specification (and included with the question).

References to personal experience, and a personal point of view, and perhaps also the views of others, leading to a conclusion.

# Break



# Your turn!



## What Level do you think this answer is?

d) Assess the view that the life of the Prophet is the only example Muslims need to live a good life (12 marks).

The Qur'an teaches that Mohammad is to be seen as a guide to good living. In the text provided, Allah says that Muhammad is his messenger. The guidance of the Prophet is available to Muslims in the Hadith and the Sunnah . Also Muhammad himself taught that no further prophets would come after him, and that means that Muslims should not follow any modern teaching that contradicts what the Prophet taught.

But both the Qur'an and Hadith teach about respect for parents, and that they have the job of guiding their children, so it important for children to follow their parents' teaching and example.



# How to improve from Level 1

1. By **making fuller use of the text** provided. In the classroom, students should gain a fuller understanding of the way the text can be used. For example, by explaining how Muslims believe the Qur'an to be from Allah himself, and that there is a direct command contained in Surah 33 about the role of Muhammad as guide.
2. By **giving examples from the life and teaching of the Prophet** that provide **guidance on living a good life**. Explanations could be offered about teachings that help to improve society and the lives of individuals.
3. By developing the significance of Muhammad as the final prophet. Students can refer to the meaning of the title '**Seal of the Prophet**' and its **significance for the question**. Although the topic is also covered in another section, crossover is possible.
4. More needs to be said from the alternative viewpoint, perhaps the importance of the family in Islam and about the **role of family life in training moral behaviour**.
5. There needs to be a sense of the candidate coming to a **personal conclusion**, based on their view of the strength of the different arguments.



# A look at the SAMs

Sample Assessment Materials are provided in your folder

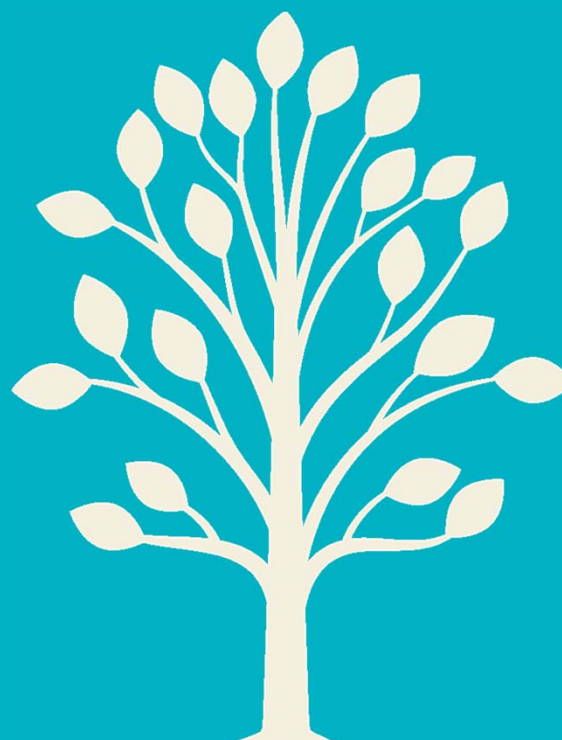
We can look together at some questions and their related mark schemes and see what questions they raise:

- What ideas do they give you about the demands of each type of question?
- Are you clear about what is meant by indicative content?
- Any questions or comments?



# Extended activity

## Preparing a lesson





# Prepare a lesson plan

Let's look at a topic from the newest part of the Specification and devise a lesson plan.

Topic 3:5 is about Hajj:

- a) the nature, role, origins and significance of Hajj
- b) key actions performed during Hajj
- c) the importance of Hajj for Muslims
- d) benefits and challenges of attending Hajj for Muslims
- e) exemptions from the performance of Hajj for Muslims



# What to think about

Some things to remember when planning the lesson.

- ❖ Students will need to know about the origins of Hajj
- ❖ They will need to know what events takes place during Hajj
- ❖ They will need to be able to explain why Hajj is important for Muslims and what benefits Muslims hope to gain from participating in Hajj
- ❖ They might also be asked to evaluate whether Hajj is an obligation for all Muslims



# What to think about

Some things to remember when planning the lesson.

- ❖ How much time is available to cover the topic?
- ❖ What activities can help to involve the students?
- ❖ What discussion topics could be raised?
- ❖ What extension work (homework) could be set?



# Resources



# Pearson resources

Whilst there is no text book planned at this stage, Pearson will offer the following resources for teachers and students:

- Getting Started guide
- Schemes of Work
- Ask the Expert
- Links to online resources
- Lists of useful text books



# Discussion on resources

Are there resources that delegates would like to recommend?

Online resources?

What resources would delegates like to be made available?

Any teaching strategies from the previous specification you would like to share?



# 9-1 grading scale (1)

## 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 clear comparison with English standards, unlike old A\* to G grading



# 9-1 grading scale (2)

	NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	9	A*
	8	A
The bottom of the <b>grade 7</b> aligns with the bottom of the grade A.	7	
	6	B
There's also greater differentiation in the middle range of grades, with <b>grades 4 to 5</b> being equivalent to the old grade B and grade C.	5	
So <b>grade 5</b> will be awarded to the top grade C performers and <b>grade 6</b> to the grade B performers.	4	C
	3	D
The bottom of the <b>grade 4</b> aligns with the bottom of the grade C.	2	E
	1	F
	U	G
The bottom of the <b>grade 1</b> aligns with the bottom of the grade G.		U





# World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



# Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



## Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



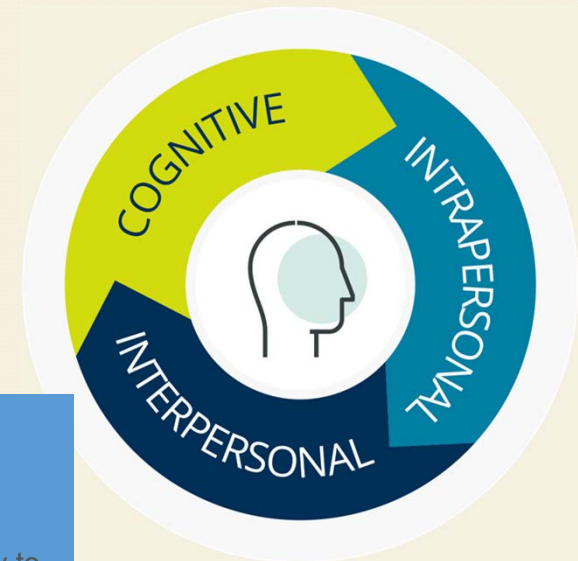
## Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



## Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.







## Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



# Support overview

Support for  
all subjects

Getting Started  
Guide &  
Scheme of  
Work

Getting Ready  
to Teach Events

Subject  
interpretation of  
transferable  
skills

Subject Advisor

Results Plus

Regional  
Support  
Manager

Additional support  
for selected  
subjects

Exemplar  
Marked  
Responses

Exam Wizard





# Free support

**Getting Started Guide** *includes mapping of changes, content and assessment guidance, course planner and resource list*

**Editable Scheme of Work** *includes activities to support transferable skills development*

**Exam Wizard** *a free exam preparation tool containing a bank of past Edexcel exam questions*

**Results Plus** *free online service giving instant and detailed analysis of your students' exam and mock performance*

**Regional support manager** *access to a regionally based support manager for any query*

**Subject Advisor** *For any subject related query you have. Sign up to mailing list*

**Exemplar** *Marked student responses to SAMs questions*



**For your subject specific enquiries  
Subject advisor:**

**[teachinggeography@pearson.com](mailto:teachinggeography@pearson.com)**

ALWAYS LEARNING

Do not forget to  
complete the  
feedback form!