

GCSE


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Suggested Outline
Framework for Component 1:
**Religious, Philosophical and
Ethical Studies in the Modern World
from an Islamic Perspective**


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Religious, Philosophical and Ethical Studies in the Modern World from an Islamic Perspective

Component 1 constitutes 50% of the GCSE qualification. Therefore the scheme of learning proposed below is intended **only as a guide** based on one hour of RS per week over 35 hours in an academic year. The recommendation is that the **whole** of the course is **always** taught.

THEME 1 – RELATIONSHIPS – 8 hours	THEME 2 - LIFE AND DEATH – 8 hours
THEME 3 – GOOD AND EVIL – 8 hours	THEME 4 – HUMAN RIGHTS – 8 hours
REVISION – 1 hour	MOCK EXAM AND REVIEW – 2 hours

Resources proposed here are suggestions only. It is also important to try and make connections *across* the specification where appropriate. For example, there may be opportunities to remind students of how issues of discrimination and equality from Theme 1 may impact on decisions of morality and conscience in Theme 3.

Assessment should be formative **and** engaging. Where possible, try and use the same or similar format to the final examination. Always share mark schemes with students. Ideally this should be towards the end of the unit so that they have had time to assimilate and engage in the work first.

Philosophy for Children sessions are ideally suited to introductory lessons on the philosophical themes, enabling students to formulate their own questions and consider the key concepts in depth, through discussion and debate as part of a community or enquiry.

Local mosques/Islamic centres are usually very approachable and helpful in learning about Islam.

Theme 1: Issues of Relationships (content from an Islamic Perspective)

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Introduction/ Relationships	Islamic beliefs and attitudes about the nature of relationships in the 21 st century	Cohabitation; commitment; roles; responsibilities; cohabitation	<p>General resources and introduction: http://chrishewer.org/?page_id=2005; https://www.truetube.co.uk/interactive/aliens-islam-quiz; http://www.oxcis.ac.uk/;</p> <p>for music search for sufi ney and guitar for some potentially relaxing and thoughtful Muslim inspired music; Mohamed Farah is a good example of a British Muslim: http://www.telegraph.co.uk/sport/othersports/athletics/10379200/Mo-Farah-says-he-is-proud-to-run-for-England-in-response-to-Jack-Wilsheres-comments-about-home-grown-players.html</p> <p>Individual whiteboards; https://www.truetube.co.uk/film/what-does-family-mean-you; http://sahih-bukhari.com/Pages/Bukhari_9_89.php; https://www.youtube.com/watch?v=7HBknbHp3R4; http://www.ibtimes.com/south-africa-mosque-holds-first-interfaith-marriage-muslim-woman-christian-man-marry-1855788;</p>	<p>General introduction to the idea of family; brainstorm on relationships; note the views on marriage by Imam Taj Hargey (mentioned also in the article on South Africa; what are your perceptions on Islam and marriage?</p>

2	Relationships	The nature and purpose of marriage	Responsibilities; commitment; cohabitation	<p>https://quran.com/ (This link takes you to a searchable copy of the Qur'an and can be used for all quranic references);</p> <p>http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml;</p> <p>http://news.bbc.co.uk/1/hi/uk/8493660.stm (from 2010 but it shows the importance that is attached to ensuring the marriage is legally recognised by the civil authorities – an important point to make in the Muslim's relationship with the non-Muslim and/or secular state);</p> <p>http://www.bbc.co.uk/news/uk-22354201;</p>	What is the difference between cohabitation and marriage? The nature of the Muslim marriage ceremony (contractual, dowry...); what does the verse from the Qur'an tell us about Muslim marriage?
3	Relationships	Varying Islamic attitudes towards separations of different kinds	Adultery; divorce	<p>Interpretation of Quranic verses 4:35, 4:128-130, 2:229; discussion on arranged marriage with advantages and disadvantages – the difference between arranged and forced marriage must be stressed;</p> <p>https://www.truetube.co.uk/film/forced-marriage</p>	How are these verses affected by living in a non-Muslim country like Britain?
4	Sexual relationships	Islamic interpretations about the nature and purpose of sex	Commitment; responsibilities; contraception	<p>Interpretations of Qur'an 17:32;</p> <p>https://www.truetube.co.uk/film/religion-unified;</p> <p>BBC Religions – Islam;</p> <p>https://www.youtube.com/watch?v=437drjZwQaw (probably more for teachers as preparation but interesting)</p>	Do you have any preconceptions about Islam? Similarities and differences between Muslim views and your own

5	Sexual relationships	Islamic attitudes towards same sex relationships	Gender equality; roles; responsibilities	http://www.bbc.co.uk/schools/gcsebitesize/rs/relationships/isloveandsexrev1.shtml ; http://www.vice.com/en_uk/read/open-mosque-taj-hargey-south-africa-934 ; Qur'an 7:80-81; https://www.theguardian.com/uk-news/davehillblog/2016/jun/14/sadiq-khan-to-attend-pride-in-london-festival	Name the different types of sexual relationships; compare the views on same sex relationships against the verses from the Qur'an
6	Issues of equality	Diverse attitudes towards the roles of women and men	Roles; commitment; gender equality	Qur'an 2:228, 40:40, 4:1; http://www.beliefnet.com/faiths/islam/2001/10/islam-and-the-role-of-women.aspx ; https://www.truetube.co.uk/film/feminism-and-veil ; https://www.truetube.co.uk/film/young-british-muslim-sarah ; http://www.independent.co.uk/news/world/europe/burkini-ban-wealthy-businessman-to-pay-french-womens-fines-a7203216.html ; http://www.bbc.co.uk/news/world-europe-37026002 ; http://www.canada.com/life/muslim+communities+join+together+protest+trump+policies/11997204/story.html	How do you see the roles of men and women? How do they compare to these verses? Which one is right: banning the burkini or the burkini only day?

7	Issues of equality	Teachings referring to these diverse attitudes and how they are interpreted differently	Roles; gender equality	Debate: men and women are equal in Islam OR same sex relationships should be allowed – using evidence from your learning start a debate on these issues	How does being a British Muslim woman or gay person affect your life?
8	Review/ assessment				

Theme 2 – Issues of Life and Death (content from an Islamic and Non-Religious Perspectives)

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Introduction/ The world		Evolution; sanctity of life	Individual whiteboards; Qur'an 36:81; https://www.youtube.com/watch?v=VuyYGVDCdNo ; http://www.bbc.co.uk/schools/gcsebitesize/rs/environment/isbeliefsrev1.shtml	Brainstorm on the origin of the universe; compare and contrast the views of religious Muslims and Stephen Hawking
2	The world	The relationship between science and Muslim views	Evolution; soul	Georges Lemaître – the Belgian cosmologist, mathematician and Catholic priest who worked on big bang theory before it was called that: https://www.youtube.com/watch?v=RL6ndOAOEeE ; https://www.youtube.com/watch?v=VuyYGVDCdNo (This is the whole video of Hawking's 'Did God Create the Universe?') <i>The above videos and resources are useful when looking at a general introduction to scientific and religious views.</i>	Can we have a soul if we are just animals? An interesting idea could be to compare our attitudes to big-game hunting now and a century ago (very much time permitting)

3	The world	Islamic and non-religious views on key topics	Environmental sustainability; quality of life	<p>Qur'an 7:54;</p> <p>https://humanism.org.uk/about/h4bw/;</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/rs/environment/isstewardshiprev1.shtml</p>	Interpretations and comparisons of quranic passage and humanist views; understand and explain the concept of khalifah
4	The origin and value of human life	Islamic beliefs about the origin and sanctity of human life	Sanctity of life	Qur'an 5:32, 6:151	To what extent are human lives special?
5	The origin and value of human life	Non-religious views about evolution	Environmental sustainability; soul	<p>Charles Darwin – his journey on the Beagle</p> <p>Richard Dawkins – in this link Dawkins debates with Ken Ham (it is long and other videos are available):</p> <p>https://www.youtube.com/watch?v=6qnOlhLZTpg</p> <p>Also look at the work of Alfred Russel Wallace</p>	Why did Darwin take so long to publish his findings? Compare and contrast Islamic and non-religious viewpoints.
6	The origin and value of human life/introduction to beliefs about death and the afterlife	Islamic attitudes to abortion and euthanasia	Abortion; euthanasia	<p>Qur'an 30:40;</p> <p>http://www.dignityindying.org.uk/about-us/</p> <p>http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml</p> <p>http://www.bbc.co.uk/religion/religions/christianity/christianethics/abortion_1.shtml</p>	For and against arguments on abortion; when might Muslims allow abortion?

7	Beliefs about death and the afterlife	Varying Islamic beliefs on the afterlife	Afterlife	<p>Qur'an 46:33, 3:16 https://humanism.org.uk/ceremonies/non-religious-funerals/; http://www.bbc.co.uk/schools/gcsebitesize/rs/death/islamdeathsritesrev2.shtml;</p> <p>note the differing attitudes to worshipping at the shrines/graves of famous clerics (permitted in Shia Islam but not in Sunni Islam); define key terms such as soul, judgement, akhirah, heaven and hell</p>	Interpret quranic passage; compare and contrast humanist practices and beliefs
8	Review/ assessment				

Theme 3 – Issues of Good and Evil (content from an Islamic perspective)

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Introduction/ Crime and Punishment	Defining what is 'wrong'; relative and absolute morality, conscience, virtues and sin	Good/evil; morality; punishment; sin	Individual whiteboards; https://www.truetube.co.uk/film/problem-evil;	Brainstorm on crime and punishment; ask the question 'What is wrong?'; what is good and evil?
2	Crime and Punishment	The causes of crime and aims of punishment: justice, retribution, deterrence and reformation; how we treat criminals and the work of prison chaplains/reformers	Forgiveness; justice; punishment; suffering	Qur'an 16:90; justice, retribution, deterrence, reformation https://www.youtube.com/watch?v=LfE70Og7VbA - a video about Anders Breivik, the Norwegian neo-Nazi who sued over being in solitary confinement and won – worthy of note here as he is a white supremacist and anti-Muslim https://www.theguardian.com/commentisfree/andrewbrown/2011/jul/24/norway-anders-behring-breivik-beliefs	Define key terms listed; why do people commit crime? can there ever be a reason for committing a crime?; should people like Anders Breivik have human rights?

3	Crime and Punishment	Varying Islamic responses to the death penalty	Forgiveness; justice; punishment; sin	http://mca-hmps.co.uk/; https://www.youtube.com/watch?v=-0wAA8RKzvc - devout Christian and journalist Peter Hitchens on the death penalty; should Muslims be allowed to practice Shariah Law within the limitations of British law? For example can a Muslim marriage/divorce follow Shariah guidelines as long as it also obeys UK law? Shariah Law and the death penalty: http://www.bbc.co.uk/religion/religions/islam/islamethics/capitalpunishment.shtml;	Discuss the work of Muslim prison chaplains using the link; how do they help deradicalise?
4	Crime and Punishment	Debate on the death penalty	Justice; morality; punishment; sin; suffering		Class debate on the death penalty
5	Forgiveness	Islamic teachings about forgiveness and examples of forgiveness arising from personal beliefs	Forgiveness; free will	Interpretations of Qur'an 42:30, 64:14; http://theforgivenessproject.com/stories/azim-khamisa-ples-felix-usa/; http://www.azimkhamisa.com/; http://wasns.org/	Find out about Azim Khamisa and write down how you think you would feel if this happened to a member of your family

6	Good, Evil and Suffering	The origin of evil	Free will	http://www.bbc.co.uk/schools/gcsebitesize/rs/god/isgoodandevilrev2.shtml ; https://www.youtube.com/watch?v=u2xSZMDAx8E	Read passages from Qur'an 2:34, 155 and watch the video; draw up a table listing similarities and differences
7	Good, Evil and Suffering	The problem of believing in God, free will and suffering	Free will	http://www.islamweb.net/kidsen/Kids%20Corner%201,2/subjects/emanbelkadar.html ; http://www.retoday.org.uk/media/display/110133_Islam_Muhammad_Night_of_Power.pdf ; http://www.alqadrmedia.com/index.html ; https://www.truetube.co.uk/interactive/problem-evil-quiz ; http://islamicislamic.com/fate_or_qadr.htm - a little complex for many students but could be helpful to teachers	Read the story on the Night of Power and decide if there is anything predestined about it; find out a little about the charity in the link and explain why it is called al Qadr; do the quiz to check understanding of some important general terms;
8	Review/assessment				

Theme 4 – Issues of Human Rights (content from an Islamic perspective)

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Introduction/Human Rights and Social Justice	Muslim teachings toward the dignity of human life	Human rights; social justice;	Individual whiteboards; the UN Declaration of Human Rights; Qur'an 5:32 and the value of human life	Make a list of human rights; which do you think are the most important? Why?
2	Human Rights and Social Justice	Equality in modern Islam; conflict between personal conviction and the laws of a country	Censorship; human rights; personal conviction; relative and absolute poverty; social justice	http://www.bbc.co.uk/education/clips/zbkygk7 ; Case study of being in conflict with the teachings of a country: <ol style="list-style-type: none"> Shirin Ebadi - http://www.nobelprize.org/nobel_prizes/peace/laureates/2003/ebadi-bio.html Anjem Choudary - http://www.huffingtonpost.co.uk/news/anjem-choudary/ - a series of articles outlining this man's outspoken views often in conflict with Britain http://www.mystealthyfreedom.net/en/ In contrast to example 3 is the current polemic in France over the wearing of the burkini on the beach – see theme 1 lesson 6 and the article from the Mail Online by Sarah Vine below. This story is evolving and needs to be explained in the context of France's laws on secularism. 	Watch the video and discuss why the ummah is so important (inclusive across all boundaries)

3	Human Rights and Social Justice	Censorship, freedom of religious expression and religious extremism	Censorship; discrimination; extremism; prejudice	<p>http://www.theguardian.com/commentisfree/2016/may/03/erdogan-turkish-president-lese-majesty-laws-german-dutch-comedians;</p> <p>http://www.telegraph.co.uk/culture/harry-potter/11638508/J.K.-Rowling-slams-Westboro-Baptist-Church-over-threat-to-picket-wizards-gay-wedding.html;</p> <p>http://www.dailymail.co.uk/femail/article-3757301/SARAH-VINE-Outrage-beach-Bullying-modest-women-removing-modest-beachwear-plays-straight-hands-fanatics.html</p>	Read the articles and explain how each of the key concepts applies to either or both. Give reasons.
4	Prejudice and discrimination	Islamic attitudes to prejudice and discrimination	Discrimination; human rights; personal conviction; prejudice; social justice	<p>Qur'an 5:8, 49:13; four case studies above;</p> <p>ISIS (Daesh) – are they representative of Muslims?</p>	Select one of the case studies and explain why, if at all, Muslims have been treated differently?
5	Prejudice and discrimination	Islamic beliefs regarding racial prejudice and discrimination	Discrimination; extremism; human rights; personal conviction; social justice	<p>Look at the work of the Christian Muslim Forum – www.christianmuslimforum.org</p> <p>Some Muslims would argue their values can help contribute to British society (modesty for example; the sense of community). Do Muslims have a role to play in British society? Does it matter that Sadiq Khan, Mayor of London, is a Muslim? He is the politician in Europe with the largest direct mandate and voted in favour of gay marriage (see article theme 1 lesson 1).</p>	Do you think Britain has changed for the better? Answer with reference to the quranic passages.

6	Issues of wealth and poverty	Is it right to acquire wealth?	Relative and absolute poverty; social justice	Qur'an 2:177; zakah	What do these ideas/passages tell us about Muslim attitudes to wealth?
7	Issues of wealth and poverty	Case study: Islamic Relief	Human rights; relative and absolute poverty; social justice	Islamic Relief website Also look at the International Red Cross and Red Crescent movement as an example of Muslims and Islamic Reliefs working together.	Make a spider diagram of what Islamic Relief does and link it to Muslim teachings.
8	Review/assessment				