

GCE AS LEVEL

RELIGIOUS STUDIES: A STUDY OF RELIGION - ISLAM

SCHEME OF LEARNING

Component 1: Option B Islam First Year / AS

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The principal aim of this Scheme of Learning is to support teachers in the delivery of the new Eduqas AS and A level Religious Studies specification. It is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular centres.

In addition, this document must not be used instead of the specification, but must be used to support the delivery of it. It offers assistance to teachers with regard to possible classroom activities, links to digital resources (both our own, freely available, digital materials and some from external sources), text books and other resources, to provide ideas when planning interesting, topical and engaging lessons.

The intention of this scheme of work is that learners will participate in some independent learning tasks prior to attendance at the lesson. In this way, learners should arrive at the lesson with questions concerning areas that they do not understand, and there is more time for analysis and evaluation of the material within the lesson time. For those who do not wish to take this approach, the activity suggestions should still be flexible enough to be adapted.

| Lesson | Specification Detail | Activities | Resources | Assessment | Independent Learning |
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| Theme 1: Religious figures and sacred texts | | | | | |
| A. The significance in the development of Islam of both the life and teachings of Muhammad in Makkah following the Night of Power: | | | | | |
| 1 | Life at the time of Muhammad - Jahiliyya (ignorance) and the need for revelation: the main religious, social, political and moral characteristics of pre-Islamic Arabia. The impact of the Night of Power (Sura 97:1-5) upon Muhammad. Muhammad's secretive preaching and early reactions towards his religious experience and teachings. Muhammad's open preaching in Makkah and the nature of this message. The Makkan reaction to Muhammad and its implication for the development of Islam. | Use the EDUQAS online resource about the features of Jahiliyya as a quiz to begin the lesson. Make a timeline of the main events in Muhammad's life in Makkah. Include his teachings and the reaction against him. Conclude by summarizing the most important features of Muhammad's time in Makkah in no more than 50 words using mini whiteboards. | WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003) EDUQAS AS level Islam Resources http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=895 1. Background notes to Jahiliya. 1a. Jahiliyah – true/false quiz. BBC Rageh Omaa resources programs on life of Muhammad (if available, requires license to purchase): http://www.bbc.co.uk/programmes/b012mkg5 | Mind map. Timeline. Summative Assessment of Learning: mini whiteboards. | In advance of the lesson, research the features of jahiliyya – religion, moral features and social and political organization. Make a mind map using the three aspects as the main branches. |

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| 2 | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>The extent of influence of the pre-Islamic Arabian context upon the life and teaching of Muhammad.</p> <p>The possibility of the failure of the Islamic religion in Makkah.</p> | <p>From the resources on the EDUQAS site, read the two responses to the question 'How far was Muhammad influenced by his background?' Discuss why response A is a non-evaluative answer while response B is an evaluative answer?</p> <p>Identifying evaluative terms and phrases (in the above response B).</p> <p>Make a SWOT analysis of the position of Muslims in Makkah: Strengths, Weaknesses, Opportunities and Threats.</p> <p>In pairs, one to take the position that Islam could have failed, the other that it could not. Debate and then decide on your strongest point.</p> | <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777 Phrase bank (links to above answer and contains a bank of further phrases). Understanding Islam the first Ten Steps. C.T.R. Hewer (SCM Press, 2006)</p> | <p>Discussion. SWOT analysis. Exit ticket: give your strongest point from your debate in pairs.</p> | <p>Write up an essay plan for the question: the possibility of the failure of the Islamic religion in Makkah, using the main points from your debate.</p> |
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| B. The significance in the development of Islam of both the Hijrah and the life and teachings of Muhammad in Madinah: | | | | | |
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| 3. | <p>The context of persecution of Muhammad and his followers in Makkah as a major influence of the Hijrah (migration) including verbal abuse, physical abuse and death threats. The Hijrah as an 'escape' and guided by God. The welcome from Madinah and the establishment of the basic tenets of Islam, including the establishment of the first masjid. Muhammad as religious, moral, political and military leader in Madinah.</p> | <p>Starter exercise: read about what the Hijrah was then identify push-pull factors using the EDUQAS resource. Draw four boxes of 8 lines long and label them: political, military, moral, religious. Add bullets to each to cover Muhammad's leadership in Madinah. Preparing one minute report from one of the battles, giving your account as a news reporter to the class.</p> | <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Resources http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rld=895 5 Background notes to Hijra. 5a. Hijra push pull – identify factors.</p> | <p>Boxes – bullets about Muhammad's leadership. Oral news reports.</p> | <p>Draw a table with 3 columns: Pre-Islamic; Makkah and Madinah. Identify five areas and note down how they changed from each stage. Areas could include religious practice for example.</p> |
| 4. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>Whether Madinah is the ideal model for the establishment of Islam.</p> <p>The merits of Muhammad as a complete leader of the people.</p> | <p>The use of commentary: example about the reasons for Hijrah. Use this activity in conjunction with the printable resource and fill in the table adding evidence and implications for each argument before using this resource to bring up suggested ideas for evidence and implication and comparing with your own. Now apply what you have learned with another question: the establishment of an ideal model in Madinah. Draft essay.</p> | <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rld=777 The use of commentary.</p> | <p>Create table. Draft essay.</p> | <p>Make a thought-shower or spider diagram about the merits of Muhammad as a complete leader of the people.</p> |

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| 5. | Essay Writing Skills. | <p>To enter, give a point from research about the merits of Muhammad as a complete leader. Discuss in class. Identify and write down two different lines of argument you could take in response to this question.</p> <p>Practice planning answers in pairs under a time limit. The two issues may be used or the question posed on page 27 of the Year 1 text book.</p> <p>4 minutes to make a list regarding what should be included for a Part A question.</p> <p>5 minutes to list arguments for and against a Part B question.</p> <p>2 minutes to construct a bullet point conclusion to a Part B question.</p> | <p>Exemplar responses from text books.</p> <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam.</p> <p>Richard Gray (Illuminate, 2016)</p> <p>EDUQAS AS level Islam Developing AO2 Skills</p> <p>http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777</p> <p>Phrase bank.</p> | <p>Entry ticket: Muhammad as a complete leader.</p> <p>Two lines of argument identified.</p> <p>Pairs identify 3 What Went Well (WWW) and 3 Even better if... (EBI) points for their essays and make improvements.</p> | Revision for timed essay. |
| 6. | Timed essay. | Choose question 1 from the EDUQAS sample assessment materials. | <p>EDUQAS Sample Assessment materials.</p> <p>http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&dotcache=n o&dotcache=refresh</p> <p>Exemplar responses from text books.</p> <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam.</p> <p>Richard Gray (Illuminate, 2016)</p> | <p>Formal summative assessment of learning: timed essay.</p> <p>Time chart.</p> | In preparation for next lesson, make a time chart of the revelations of the Qur'an with the main events noted on the chart. |

C. The Qur'an as a source of wisdom and authority – its use and treatment in Islam:

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| 7. | Source of wisdom and authority: The nature of the Qur'an as the final revelation. Specific reference to Sura 15:9, Sura 51:47 and Sura 96:1-5. The divine characteristics of the Qur'an as God given and not distorted by human messengers. An overview of the compilation of the Qur'an. | Entry ticket: identify an episode in the timeline of the revelation of the Qur'an. Read the section of the characteristics of the Qur'an, page 29 of Year 1 text, then quick-fire questions in class. Students create quiz on the nature and purpose of the Qur'an and test each other. | WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) Understanding Islam the first Ten Steps. C.T.R. Hewer (SCM Press, 2006) An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003) | Entry ticket. Quiz questions. | Research how the Qur'an was first written down and how it came to be made into the book as we know it today. |
| 8. | Use and treatment of the Qur'an: The Qur'an as a guide for humanity for all time. Islamic views about 'translations' of the Qur'an; integrity of the original Arabic; translation as interpretation. The physical treatment of the Qur'an reflecting its status. | Starter discussion: does the process of compilation of the Qur'an lessen its authority? Groups of 4. Big paper and marker pens. Make a poster about the use and treatment of the Qur'an. Discuss in pairs: which is more important: use or treatment? Divide class into two and prepare 3 strongest points on each side for brief debate to conclude the lesson. | WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003) | Poster. Oral debate comments about use and treatment of the Qur'an. | Make a guide leaflet for a Qur'an school with diagrams and guidance about how the Qur'an should be handled and how it may guide a Muslim's life. |

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| 9. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>The extent to which the Qur'an is eternally relevant.</p> <p>Whether the message of the Qur'an can ever be translated with accuracy.</p> | <p>In what ways in the Qur'an relevant for other time periods? Class discussion. Discuss in pairs then write down 3 counter arguments (why it might not be relevant).</p> <p>Use the EDUQAS resource site and adapt the sample essays, improving them. Use the guidance given and the phrase bank to help.</p> | <p>EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=777 Adapting a response. "Muhammad was only a religious leader." Assess this claim. "The Qur'an is just another religious text." Assess this claim. EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=777 Phrase bank.</p> | <p>3 counter arguments. Adapted responses. Research answer.</p> | <p>Research how words can change their meaning through translation and over time, with particular reference to the Qur'an. Does this mean the Qur'an should not be translated? Explain your answer.</p> |
| 10. | <p>Feedback from timed essay</p> | <p>DIRT time. Green-pen feedback and target setting for students. See some students individually where necessary. Students use the EDUQAS sample assessment materials to identify points they could develop their own essays, and use the phrase bank resource to help improve the style of their arguments.</p> | <p>EDUQAS Sample Assessment materials. http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&dotcache=n o&dotcache=refresh WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=777 Phrase bank.</p> | <p>Formative Assessment for Learning: self-assessment. Student responses in green-pen feedback and target setting.</p> | <p>Redrafting key paragraphs.</p> |

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| | <i>Extension activity: revision task</i> | <i>Make a series of one minute video shorts/ podcasts to cover the main topics in this unit, as a teaching aid for students.</i> | <i>Online materials and text books; selection of resources available. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003)</i> | <i>In groups, select the best podcast according to peer assessment then whole class watch for the final to decide which is clearest.</i> | |
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Theme 2: Religious concepts and religious life

A. The concept of Allah – tawhid (oneness) and shahadah (bearing witness):

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| 11. | Tawhid as statement of uncompromising monotheism. Tawhid as the nature of God as 'one' with reference to Sura 112. God as sole creator, omnipotent and yet merciful. God as beyond words and descriptions. Attributes of God as metaphors and symbols. God as transcendent and imminent. Shirk (attributing partners) as opposition to tawhid. | Create a definition of Tawhid using the EDUQAS resource. Watch the video clip and use text book resources to identify the characteristics of Allah. Give out mini white boards and ask learners to write a bullet-point summary of the qualities of Allah. What evidence is there for a God you cannot see? Class discussion. Write down 3 pieces of evidence on mini whiteboard. | EDUQAS AS level Islam Resources http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=895 6. Background notes to Tawhid. 6a. Tawhid definition – edit to create shorter definition. Attributes of Allah. Video clip. https://www.youtube.com/watch?v=7FHlcOddCCc WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) Understanding Islam the first Ten Steps. C.T.R. Hower (SCM Press, 2006) | Definition. Bullet summaries. Exit pass: piece of evidence for a God you cannot see. | Draft an essay to examine the qualities of Allah, using the notes made and points summarised during the lesson, focusing on AO1. |
| 12. | Shahadah as recognition of tawhid. Declaring faith or bearing witness to God's unity and the unique nature of Muhammad as prophet of God. The power of the shahadah as a public statement of truth as well as a declaration of personal faith. The role of the shahadah in conversion. Shahadah as underlining the meaning and purpose of life in Islam: belief in one God; Muhammad as messenger and an exemplary Muslim. | Watch video clip. Describe Eryn's taking of the shahadah. Why do you think it is important to make a public declaration? Discuss in pairs and identify 3 reasons. Make a thought shower of the significance of the shahadah. Role play or make interview podcasts with people who have taken the shahadah describing their experience and why it was important to them. | Eryn's Shahada. Video clip. https://www.youtube.com/watch?v=p8CajsCsKsY WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) | Reasons identified. Thought shower. Role play or interview comments. | Internet research about women who have taken the shahadah in the UK. Identify one example and briefly note Who What When Where How Why. |

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| 13. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>The extent to which the Islamic concept of Allah is coherent.</p> <p>Whether the Shahadah is more to do with private faith than public declaration.</p> | <p>Choose one of the issues and draft an essay in pairs. You can use books and resources to help you.</p> <p>For each paragraph write a main point focused on the wording of the question; add evidence and explanation.</p> <p>Use the phrase bank to help improve the quality of your argument.</p> | <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=777 Phrase bank.</p> | <p>Essay drafts. Peer support.</p> | <p>Refine, improve and write up your essay.</p> |
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B. Muslim beliefs about nabi (prophets), rasul (messenger), nadir (warner) and risalah (the message):

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| 14. | <p>The role of a nabi (prophet) as a rasul (messenger) or nadir (warner) - Qur'an 3:144, 46:9. Perceived and popular distinction between nabi and rasul. The associated messages of previous prophets with specific reference to Ibrahim (Sahifa), Musa (Torah), Dawud (Zabur) and Isa (Injil) and their distorted nature. Muhammad as the 'Seal of the Prophets' (Qur'an 46:9). Muhammad's character and uniqueness (Qur'an 33:21).</p> | <p>Watch the video clip. Memory test: how many facts can you recall in 60 seconds? Use the EDUQAS resource sheet and crossword quiz about Risalah. Go over answers. Make a Venn diagram with 3 overlapping circles: rasul, nabi and Muhammad. Complete with details using available resources including Year 1 text book. Was Muhammad different from other Prophets? Class discussion to conclude the lesson.</p> | <p>Prophets of Islam with brief history. Video clip. https://www.youtube.com/watch?v=4xo4nJce4Cs WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Resources http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=895 3. Background notes to Risalah. 3a. Risalah – crossword puzzle. 3b. Crossword answers. Understanding Islam the first Ten Steps. C.T.R. Hewer (SCM Press, 2006)</p> | <p>Memory test. Crossword quiz. Venn diagram.</p> | <p>Research what Muslims believe about Prophets from history who came before Muhammad.</p> |
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| 15. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>Whether or not the concept of ‘messenger’ has been a success for Islam.</p> <p>The extent to which Muhammad was the ideal prophet and messenger.</p> | <p>Starter discussion on why some Muslims might find the Qur’an effective but opt not to follow other messages from Prophets.</p> <p>Watch Lesley Hazleton’s TED-EX talk. How could Muhammad, with his doubts, help convince people about God? Some of the ways people find faith are from: preaching, good examples, religious text, and inspirational experience. In groups of four, take one each and think of an example of each from Islam. Discuss what you think influences people most effectively. In what ways did Muhammad exemplify all four ways of communicating God’s message? Feedback in class debate.</p> | <p>TED-EX talk: Lesley Hazleton – the doubt essential to faith. Video clip. https://www.ted.com/talks/lesley_hazleton_the_doubt_essential_to_faith</p> <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) Who Are the Quranists? Why Do They Reject Sunnah? http://aboutislam.net/reading-islam/understanding-islam/who-are-the-quranists-why-do-they-reject-sunnah/</p> | <p>3 bullets. Entry ticket: identify a belief of a Qur’anist. Examples of preaching, good examples, religious text, and inspirational experience.</p> | <p>Read article about Qur’anists, who reject the Sunnah in favour of the message of the Qur’an alone. Summarise the Qur’anist position in 3 bullet points.</p> |
| 16. | <p>Essay writing skills.</p> | <p>Choose one of the issues for analysis (in lesson 15) and draft an essay in response. Include paragraph headings, evidence and explanations. Review your work in pairs. Identify WWW (what went well) and EBI (even better if) and make improvements using the phrase bank.</p> | <p>EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777 Phrase bank. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016)</p> | <p>Essay drafts. WWW/ EBI comments.</p> | <p>Write up essay with improvements.</p> |

C. Malaikah (angels) and Akhirah (the Day of Final Judgement):

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| 17. | <p>Malaikah as intermediaries for God. The nature and purpose of angels. The specific roles of Jibril, Mikail and Israfil. God as Judge, and Akhirah (Day of Final Judgement). The significance of events from the last trumpet onward. Depictions of heaven and hell with reference to Sura 47:15 and Sura 67:7-10. Akhirah as underlining the meaning and purpose of life: submission and reward.</p> | <p>Start by watching the video clip. Memory test: how much can you recall in 60 seconds about the angels in Islam and their roles? Class competition. Add to your notes on angels and their roles using text book Year 1 resource. Read the background notes on heaven and hell from the EDUQAS exercise and then completing the drag and drop exercise. Exit pass: identify three features of either heaven or hell in Islam.</p> | <p>Angels of Islam. Video clip. https://www.youtube.com/watch?v=B9VEiDVh9r8 WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003) EDUQAS AS level Islam Resources http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=895 2. Background notes to heaven and hell. 2a. Heaven and hell – drag and drop exercise.</p> | <p>Notes on angels. Exit pass.</p> | <p>Watch the Humanities video group project: https://www.youtube.com/watch?v=BYsZRyQQfuM What did you learn from the video about Islam and life after death? Use the internet to research further traditions.</p> |
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| 18. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>Whether the Day of Final Judgement inspires fear or faith.</p> <p>The extent to which the concept of Malaikah (angels) is essential for Islam. Knowledge and understanding of religion and belief</p> | <p>Make a thought-shower of the ways in which Judgement inspires fear or faith. Put all the fear points to the left of the circle and the faith points to the right. Which appears more influential? Class discussion.</p> <p>Use the EDUQAS resource: Developing a one sided argument. "The most important concept to accept in Islam is the teaching about the Day of Final Judgement." Assess this claim. Read the first side of the argument as a group. Discuss possible evidence for an alternative side of the argument and note them down. Then reveal the hidden points and compare with your own. Create a combined list with any of those points you did not consider.</p> | <p>EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777 Developing a one sided argument. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016)</p> | <p>Thought showers. Combined list about the importance of Judgement from EDUQAS exercise.</p> | <p>Make a revision quiz for this unit in preparation for timed essay.</p> |
| 19. | <p>Timed Essay</p> | <p>Use question 3 from the EDUQAS Sample Assessment Materials.</p> | <p>EDUQAS Sample Assessment materials. http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&dotcache=no&</p> | <p>Summative Assessment of Learning: formal assessment: timed</p> | <p>Revision for timed essay.</p> |
| | <p>Extension activity: Summary of the unit.</p> | <p>Make a wall poster mind map to summarise all you have learned during this unit as a revision aid. Include a selection of at least 6 quotations which can be used to support arguments.</p> | <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016)</p> | <p>Quality and detail of wall posters.</p> | |

Theme 3: Religious life

A. The role and significance of the following three pillars for Muslims and the Ummah (Muslim community). Salah (prayer) and other forms of prayer:

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| 20. | <p>The nature and purpose of different types of prayer in Islam: salah; tahajjud (night prayer) (Sura 17:79); nafilah (extra); du'a (cry out); tasbeeh (glorify) and wud' (Sufi prayer).</p> | <p>Entry ticket: state a benefit of prayer according to Muslims. Use the EDUQAS background notes and Salah meanings and examples match up exercises. In groups, make a poster detailing the daily routine of prayer and the stages of the formal Salah, from Wudu to Niyyah, the stages of prayer itself, finishing with Dua. Which stage of prayer do you think is most significant and why? Discuss in groups. Give a reason for your answer. Reach a conclusion in your group discussion.</p> | <p>10 Benefits of Prayer in Islam. Video clip. https://www.youtube.com/watch?v=IQqchcsPTac WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Resources http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=895 8. Background notes Salah. 8a. Salah-meanings – match terms to meanings. 8b. Salah-examples – select the correct term for each example. Why do Ismailis Pray Dua instead of Namaz like many other Muslims? http://ask.ismailignosis.com/article/45-why-do-ismailis-pray-dua-instead-of-namaz-like-many-other-muslims Forum about Sufi prayers. https://www.ummah.com/forum/forum/islam/general-islamic-topics/377928-sufi-mujahideen</p> | <p>Entry ticket. Posters of a daily routine of prayer. Oral comments in group discussion.</p> | <p>Before the lesson, use the internet links to find out what Muslims consider to be the benefits of prayer. After the lesson, use the internet links to read about the Ismaili Dua and the Sufi Wird prayers. Summarise in 75 words each.</p> |
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| 21. | <p>The significance of niyat (intention). Regular prayer times (Qur'an 4:103). The significance of wudu. The role and importance of Jummah prayers for the Ummah (Qur'an 62:10).</p> | <p>Watch the spoof video clip about intentions. How might this principle apply to Muslims and prayer? Discuss in pairs and report in class discussion. Identify who what when where how and why of wudu and of Jummah prayers. How does prayer unite the Muslim community? Improve the sample answer given on page 75 of the Year 1 text book.</p> | <p>Intentions Actions are judged by intentions. Video clip. https://www.youtube.com/watch?v=Db4lZQW5KjM Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016)</p> | <p>Who what when where how why notes. Improved answer.</p> | <p>Choose two different types of prayer and summarise in three bullet points why each is important.</p> |
| 22. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>The extent to which prayer is simply a ritualistic act of piety.</p> <p>Whether or not Jummah prayers are the most important of all prayers.</p> | <p>Watch video clip and identify Nouman Ali Khan's criticisms of prayer as simply ritual and how to make it more meaningful. Discuss in pairs and come up with three points for each. Use the EDUQAS video. "The five daily prayers are the most important prayers for Muslims." Assess this claim. In a group, make a list of five possible conclusions. Add to your own list and develop your own response. Draft essay plan for this question.</p> | <p>Importance of Prayer - Nouman Ali Khan Animated. Video clip. https://www.youtube.com/watch?v=epqVgs60y2I EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777. Evaluating from conclusions video.</p> | <p>List of 5 possible conclusions. Draft essay plan.</p> | <p>Make a guide to Jummah prayers including the conditions and importance of the prayers. List 3 reasons why some Muslims might consider them the most important prayer.</p> |

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| 23. | Feedback from timed essay (lesson 19). | <p>DIRT time. Green-pen feedback and target setting for students. See some students individually where necessary. Use the mark scheme from the Sample Assessment Materials to help add additional points to essays, and the phrase bank to improve the quality of written arguments.</p> | <p>EDUQAS Sample Assessment materials. http://www.eduqas.co.uk/qualifications/r eligious-studies/as-a-level/WJEC-Eduqas- A-level-religious-studies-sams-from-2016.pdf?language_id=1&dotcache=no& WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=777 Phrase bank.</p> | Formative Assessment for Learning: self-assessment. Student responses in green-pen feedback and target setting. | Redrafting key paragraphs. |
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B. Zakah (purification through giving) a key moral principle and Hajj (pilgrimage):

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| 24. | <p>The nature and purpose of different types of giving in Islam: zakah; sadaqat (voluntary) and khums (a fifth). The reasons for giving in Islam: obedience; compassion; personal sacrifice; value of benefits gained. The importance of liberationist thinking in Islam and attitudes towards the poor. The impact of giving on the Ummah.</p> | <p>Read the article and identify: The different sorts of giving in Islam The importance of giving. Make a Venn diagram with 3 overlapping circles for zakat, sadaqat and khums. Add details, motivations and beneficiaries of giving and other relevant details in the appropriate places. Why is liberationist thinking important in Islam? Define the concept and identify reasons for exit pass.</p> | <p>Why is Charity So Important in Islam? https://www.zakat.org/en/why-is-charity-so-important-in-islam/ WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016)</p> | <p>Venn diagrams. Exit pass: reason for importance of liberationist thinking in Islam.</p> | <p>Quote bank: make a selection of 6 quotes from this chapter which you feel will help you support your arguments. You should choose the most relevant parts of longer quotes so they are shortened to a maximum of 3 lines each.</p> |
| 25. | <p>The nature and purpose of the Hajj and its role in uniting the Ummah.</p> | <p>Draw two boxes of 8 lines long and define the nature of Hajj in one and the purpose in the other. Watch the video clip. Identify and make a map of the main stages and note the spiritual experiences which may be felt at each from the documentary. How does Hajj unite the Ummah? Using page 86 of the Year 1 text book, make a thought shower of possibly unifying factors.</p> | <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) World's Largest Pilgrimage - Hajj Documentary. Video clip. https://www.youtube.com/watch?v=q7q_LcqbvKI</p> | <p>Hajj map. Brochures. Unifying thought shower.</p> | <p>Make a brochure for the Hajj pilgrimage, preparation and items required and the stages performed with a simple guide for each stage.</p> |
| 26. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>The extent to which Islam is based on support for the poor.</p> <p>Whether the Hajj is more than just a personal journey of religious enquiry.</p> | <p>Produce a sliding scale for each issue ranging from strongly agree, agree, neither agree nor disagree, disagree to strongly disagree. Use post it notes to write on evidence for each issue and place them on the sliding scale where you think they fit best. Use post it notes of a different colour to jot down weaknesses in the arguments and place them next to the other post-its.</p> | <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777 Phrase bank.</p> | <p>Sliding scales. Essay.</p> | <p>Use the sliding scales to help construct a draft essay, including analysis of the different arguments and their strengths and weaknesses, before coming to a best fit conclusion.</p> |

| C. The five categories of ethical action as exemplifying the key moral principles for Islam and a framework for Muslim living: | | | | | |
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| 27. | <p>The need for guidance as arising from the development of Shari'a. The categories of fard (compulsory), mustahab (neither encouraged nor discouraged, recommended but not essential), halal (blessed, allowed), makruh (disliked, offensive) and haram (forbidden), and their importance as guides for Muslim life. Examples of types of actions associated as fard, mustahab, halal, makruh and haram.</p> | <p>In what ways is shari'a an individual moral guide? Why do Muslims believe this is necessary? Read text book sources and discuss in class. Use the EDUQAS resources to define and match up categories to actions. Make a chart using symbols and brief words to identify the 5 categories of action and examples of each. Group work discussion. Does intention have any bearing on the categories of action? What about circumstances? Are the categories relative or absolute? Reach conclusions in your group and feed back in class.</p> | <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Resources http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=895 4. Background notes - The 5 categories of ethical action. 4a. 5 Categories of ethical action – match category to meaning. 4b. 5 Categories – examples – select correct category.</p> | <p>Symbols/ categories chart. Group work discussion: conclusions reported back.</p> | <p>Make a quiz of categories and examples to test others in your class.</p> |
| 28. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: The success of the five categories of ethical action as a guide for Islamic living today.</p> <p>Whether or not the five categories are, in practice, a recipe for confusion rather than clarity.</p> | <p>Start lesson with a recap vocabulary quiz from this theme. Choose one of the issues and make an essay plan, using paragraph headings, evidence and explanations. Review in pairs, making suggestions for improvement. Use the phrase bank to help improve the quality of the argument.</p> | <p>Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=777 Phrase bank.</p> | <p>Draft essays.</p> | <p>Make a wiki of the main terms in this unit to help revise this topic.</p> |

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| 29. | Timed Essay. | Choose past paper question / exemplar question from text book / exam board materials. | Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) | Summative formal assessment of learning: timed essay. | Revision for timed essay. |
| | Extension: Essay writing preparation for Part A and B. | Planning for timed essays: look through past-paper questions and complete a plan. Plan with notes Plan without notes Plan under a time condition without notes (gradually shorten the time). In each case the learner should check their own work back against their notes. | WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) | Formative self-assessment for learning. | |

Theme 4: Religious practices that shape religious identity
Knowledge and understanding of religion and belief

A. The role of the masjid (mosque) in Islam:

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| 30. | <p>The importance of the functions of the first masjid in Madinah. The religious, social and political role of masjids today in the UK. The masjid as a place of prostration. The masjid as the hub of the Ummah (community of believers) for men and women: the role of the masjid in religious events; the social and educational functions of the masjid; the masjid as a community centre. The role of the community of religious believers in supporting and maintaining the masjid.</p> | <p>Make a definition of masjid and make a scatter diagram of all the different functions of mosques that you can think of. Make a Venn diagram with two overlapping circles: the masjid in Madinah and the modern mosque. Add details to the Venn. Working in groups, make a list of bullets of the ways in which the masjid supports: Individual Muslims Muslim communities. Be prepared to identify a point for your exit pass. Which do you think is more significant: individual or community support?</p> | <p>Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003) Islamic Art and Architecture: Mosques. http://islamic-arts.org/category/architecture/mosques/</p> | <p>Scatter diagram Venn diagram Exit pass</p> | <p>Collect links to a variety of pictures from the internet (link suggested) showing different cultural styles of mosques from around the world. Opportunity for a spot the differences quiz next lesson – then discuss what these might mean in terms of function. Do local differences damage Islamic unity? Explain your answer.</p> |
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| 31. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <p>Prostration as the most important purpose of the masjid.</p> <p>Whether the masjid today has maintained its original function as that of the first masjid established by Muhammad in Madinah.</p> | <p>Show the video clip. Identify in pairs as many different functions of the mosque as you can. Which do you think is the most important function?</p> <p>Class trial-style debate: divide in two. One half makes the case that prostration is the most important function of the mosque and the other than it is not.</p> <p>Look at Google Images for a variety of pictures of mosques. How similar do you think these are to Muhammad's first mosque? Identify similarities for exit pass.</p> | <p>MTV Mosques Ep.1 Video Clip. https://www.youtube.com/watch?v=Sz11Ys44QMk Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=777 Phrase bank.</p> | <p>Comments in trial-style debate. Exit pass.</p> | <p>Prepare a mind map of the unit so far on a large piece of poster paper to help summarise and order information in preparation for a timed essay.</p> |
| 32. | <p>Feedback from timed essay from lesson 32.</p> | <p>DIRT time. Green-pen feedback and target setting for students. See some students individually where necessary.</p> | <p>Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=777 Phrase bank.</p> | <p>Formative Assessment for Learning: self-assessment. Student responses in green-pen feedback and target setting.</p> | <p>Redrafting key paragraphs.</p> |

B. The role of festivals in shaping religious identity, with reference to:

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| 33. | <p>Ashura: The reasons for celebrating Ashura. The role of Ashura in expressing Shi'a identity. How rituals in Shi'a devotions during Ashura reflect central Shi'a teachings, with specific reference to persecution, suffering and self-harm. The role of the community of believers in ensuring the traditions of the festival are maintained.</p> | <p>Watch the video and discuss in pairs: What do Shi'a Muslims do to mark Ashura? Why do they commemorate this? Why do some Muslims oppose the Shi'a commemorations? Now add to your answers using text book sources. Create a quick quiz to test knowledge about Ashura for use as a competition ending to the lesson.</p> | <p>Shi'a Muslims commemorate Ashura in Iraq. Video news. http://www.aljazeera.com/video/middleeast/2013/11/Shi'a-muslims-commemorate-ashura-iraq-2013111414642957124.html</p> <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016)</p> <p>An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003)</p> | <p>Written answers. Quiz answers.</p> | <p>Write a news article reporting from Kerbala. Ask people about the events and how the role of the community in maintaining the traditions.</p> |
| 34. | <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: Whether a focus on suffering during Ashura misrepresents Shi'a identity. Self-harm as excessive religious devotion.</p> | <p>Draw together entry tickets and discuss in class the extent to which Sunni and Shi'a Muslims view Ashura differently. Use Waines and Gray books to put together a star diagram. Inside the points of the star write key Shi'a beliefs and outside write how these are exemplified in rituals at Ashura. Working in pairs, each student makes a list on one sided points: one for, the other against, one of the issues. Then combine your points and write a conclusion paragraph.</p> | <p>Ashura: a Day of Remembrance in the Islamic Calendar. News article. https://www.thoughtco.com/the-day-of-ashura-2004487</p> <p>An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003)</p> <p>WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016)</p> <p>EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777</p> <p>Phrase bank.</p> | <p>Entry ticket: identify a difference between Sunni and Shi'a focus on Ashura. Star diagram. Conclusion paragraphs.</p> | <p>In advance of the lesson, read the news article and make a short table of the differences between Sunni and Shi'a approaches to Ashura.</p> |

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| 35. | Timed Essay. | Choose past paper question / exemplar question from text book / exam board materials. | Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) | Summative formal assessment of learning: timed essay. | Revision for timed essay. |
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| C. Ramadan and Id-ul-Fitr: | | | | | |
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| 36. | The religious and moral benefits for a Muslim of Ramadan with reference to: relationship to God; development of Muslim spirituality; the importance of morality in Islam. The role of the community in ensuring the traditions of the Id-ul-Fitr are maintained. The social importance of Id-ul-Fitr for the Muslim community with reference to: empathy with, and support for the poor, unity and 'brotherhood'. | Watch the video and identify the actions Muslims undertake during Ramadan. Draw a 24 hour clock and write around it stages on the sun and actions during Ramadan. Using post-it notes, write down how a Muslim might be developed spiritually or morally and add them to the outside of the clock. Try to link them to examples of actions during the day which might specifically help to develop these qualities. | A Day in Ramadan. Video clip. https://www.youtube.com/watch?v=nDd71TFo7aw Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Resources http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=8957 . Background notes to Ramadan. 7a. Ramadan – categorise actions into true moral, true religious or false. | Clock diagram and Post it notes. Bullet points. | Research what happens at Id-ul-Fitr. Make a list of 5 bullet points of how the community ensure traditions are maintained. |
| 37. | Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: Whether Id-ul-Fitr is treated as a religious celebration or social occasion. The extent to which fasting benefits the individual more than the community. | Choose one of the two issues. Make a Venn diagram of two overlapping circles: Religious and social for the first issue or individual and community for the second. Add notes to your Venn. Draft an essay plan with paragraph headings, evidence and explanations. Assess essays in pairs and provide 3 points for What Went Well (WWW) and Even Better If (EBI). Use the phrase bank to improve the essay plan. | Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777 Phrase bank. | Venn diagram. Essay plan. WWW/EBI comments. | Make a mind map about this unit to draw together your learning and as revision in preparation for examination. |

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| 38. | Feedback from timed essay from lesson 35. | DIRT time. Green-pen feedback and target setting for students. See some students individually where necessary. | Exemplar responses from text books. WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) EDUQAS AS level Islam Developing AO2 Skills http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=777 Phrase bank. | Formative Assessment for Learning: self-assessment. Student responses in green-pen feedback and target setting. | Redrafting key paragraphs. |
| | Extension Activity | Mastermind competition. Nominate a topic and revise it, whilst others prepare challenging questions to answer in 2 minutes. Organise it as a class final. | An Introduction to Islam 2nd Edition. David Waines (Cambridge, 2003) WJEC/Eduqas Religious Studies for A Level, Year 1 – Islam. Richard Gray (Illuminate, 2016) | Quiz answers. | Review and complete Wiki entries and selection of quotes on index cards for topics where not already collected, as a revision aid. |