**Study 2: Religion, Peace and Conflict – Living a Muslim Life**

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| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Ten Obligatory Acts of Shi’a Islam** |  |  |  |  |
| * Their nature, history and purpose of the Ten Obligatory Acts
 |  |  |  |  |
| * The diversity of practice and importance of Ten Obligatory Acts for Shi’a Muslims today
 |  |  |  |  |
| * Their basis in Qur’an, including reference to Surah 9: 71-73
 |  |  |  |  |
| * Divergent understandings of these principles within Sunni Islam including links with the Five Pillars
 |  |  |  |  |
| **Shahadah as one of the Five Pillars** |  |  |  |  |
| * The nature, role and significance of Shahadah for Sunni and Shi’a Muslims, including reference to Surah 3: 17-21
 |  |  |  |  |
| * Why reciting Shahadah is important for Muslims, and its place in Muslim practice today
 |  |  |  |  |
| **Salah as one of the Five Pillars, including reference to Surah 15:98-99 and 29:45** |  |  |  |  |
| * The nature, history, significance and purpose of Salah for Sunni and Shi’a Muslims, including different ways of understanding them
 |  |  |  |  |
| * How Salah is performed, including ablution, times, directions, movements and recitations, in the home and mosque and Jummah prayer
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| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Sawm as one of the Five Pillars** |  |  |  |  |
| * The nature, role, significance and purpose of fasting during Ramadan, including Surah 2: 183-185
 |  |  |  |  |
| * Those that are excused from fasting and why
 |  |  |  |  |
| * The significance of the Night of Power
 |  |  |  |  |
| * The nature, history and purpose of the Night of Power
 |  |  |  |  |
| * Why Laylat al-Qadr is important for Muslims today
 |  |  |  |  |
| **Zakah as one of the Five Pillars and Khums** |  |  |  |  |
| * The nature, role, significance and purpose of Zakah and Khums including Surah 9:58-60 and 8:36-42
 |  |  |  |  |
| * Why Zakah is important for Sunni Muslims
 |  |  |  |  |
| * Why Khums is important for Shi’a Muslims
 |  |  |  |  |
| * The benefit of receiving Zakah or Khums
 |  |  |  |  |
| **Hajj as one of the Five Pillars** |  |  |  |  |
| * The nature, role, origins and significance of Hajj, including Surah 2:124-130; 22:25-30
 |  |  |  |  |
| * How Hajj is performed and why Hajj is important for Muslims
 |  |  |  |  |
| * Benefits and challenges from attending Hajj for Muslims
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| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Festivals**  |  |  |  |  |
| * The nature, origins, activities, meaning and significance of the celebration/commemoration of Id-ul-Adha, with reference to Surah 37:77-111,
 |  |  |  |  |
| * And Id-ul-Fitr in Sunni Islam, with reference to their place in Shi’a Islam
 |  |  |  |  |
| * And Id-ul-Ghadeer, with reference to Hadith and the interpretation of Surah 5:3
 |  |  |  |  |
| * And Ashura in Shi’a Islam, with reference to their place within Sunni Islam
 |  |  |  |  |

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| **Exam 1****Study 1 -  Religion and Ethics: Christianity focus (1RB0/1A-1G)** | **Exam 2****Study 2 - Religion, Peace and Conflict: Islam focus** **(1RB0/2A-2G)** |
| Time: 1 hr 45 minutes | Time: 1 hr 45 minutes |
| Content overview:* Christian beliefs
* Marriage and family
* Living a Christian life
* Matters of life and death
 | Content overview:* Muslim beliefs
* Crime and Punishment
* Living a Muslim life
* Peace and Conflict
 |

**Compare and contrast** –Students will be expected to study Islam within the context of the wider British society, the religious tradition of which are, in the main, Christian. Students should compare and contrast specific areas of belief and practice within Islam with Christianity.

* **Belief about the afterlife and their significance (green)**
* **The practice and significance of worship (purple)**

**State** – Provide knowledge of religion and belief by recalling factual information

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| **Outline**  - Provide knowledge of religion and belief by recalling factual information |



**Describe** – Provide an understanding of religion and belief and contrast with that of another

**Explain** – There are two ways this command word will be used:

1. (4 marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response
2. (5 marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response. In addition, students will be required to reference one source of wisdom or authority in support of their explanation.

**Evaluate** – Interpret a given stimulus in order to consider different viewpoints and perspectives relating to the importance or significance of a particular aspect of religion or belief. Deconstruct the information or issue at hand, by constructing logical chains of reasoning and making connections between the elements in the question. Arguments must be justified by the appraisal of evidence leading to a supported conclusion.