**Study 2: Religion, Peace and Conflict – Peace and Conflict**

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| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Muslim attitudes towards Peace** |  |  |  |  |
| * Muslim teaching about the nature of peace and importance of peace, including Surah 25:63
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| * Muslim understanding about Islam as a religion or peace and how this may be understood in the life of a Muslim
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| **The role of Muslims in peace-making** |  |  |  |  |
| * Muslim teachings about peace-making
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| * The importance for Muslims of justice, forgiveness and reconciliation in peace-making, including Surah 41:31-38
 |  |  |  |  |
| * The work of Muslims working for peace today
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| **Muslim attitudes to conflict** |  |  |  |  |
| * Muslim teachings and responses to the nature and causes of conflict
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| * Muslim responses to the problems conflict causes within society, including Surah 2:190-195 and links to situation ethics
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| * Non-religious (including atheist and humanist) attitudes about the role of religion in the causes of conflict and Muslim responses to them
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| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Pacifism** |  |  |  |  |
| * Divergent Muslim teachings and responses to the nature and history of pacifism, including interpretations of Surah 5:27-30
 |  |  |  |  |
| * Muslim teachings about passive resistance and examples of its use within Islam, including elements of the Arab spring
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| **Just War theory** |  |  |  |  |
| * Divergent Muslim teachings and responses to the nature and importance of Just War theory, including reference to Sunni and Shi’a Islam
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| * The conditions of a just war within Islam, with specific reference to the lesser jihad, including reference to Surah 4:69-110
 |  |  |  |  |
| * Divergent opinions on whether just war is possible for Muslims today, including reference to ethical theories such as situation ethics
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| **Holy War** |  |  |  |  |
| * The nature of a holy war (Harb al-Maqadis) within Islam
 |  |  |  |  |
| * Muslim teachings about war and peace as shown in the Qur’an
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| * Divergent Muslim teaching about war, with specific reference to the lesser jihad, including interpretations of Surah 8:61 and 9:1-14
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| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Weapons of mass destruction (WMD)** |  |  |  |  |
| * Muslim teaching and responses to the problems and benefits of WMD
 |  |  |  |  |
| * Muslim attitudes towards the use of such weapons, including Surah 5:32
 |  |  |  |  |
| * Non-religious attitudes (including atheist and Humanist) and the application of ethical theories, such as utilitarianism which supports the acquisition of weapons of mass destruction, and Muslim responses to them
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| **Issues surrounding conflict** |  |  |  |  |
| * Divergent Muslim teachings and responses to the nature of problems involved in conflict – violence, war and terrorism
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| * How Muslims have worked to overcome issues, including Malik Muwatta 21.3.10
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| * Non-religious (including atheist and Humanist) views towards the issues surrounding conflict and Muslim responses to them
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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
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**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.