

Starters and Plenaries

For GCSE OCR Religious Studies
Component 1: Islam

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Teacher's Introduction

This resource has been designed to support the learning and teaching of GCSE OCR Component 1: Beliefs and Teachings & Practices – Islam. All areas of the specification are covered.

Different activities provide a way into new topics or allow students to reinforce learning – there is also some assessment content. Some activities can be done in groups, pairs or with the entire class; and there is flexibility to adapt this.

The starters and plenaries in this resource are designed to help teachers allocate time continuously by providing short activities which can be slotted in at the beginning or end of a lesson. As well as activities covering specification content, some activities focus on contextualising the setting as well. Each activity should take between 5 and 15 minutes to complete, but can be adapted into a longer main-lesson activity if desired.

A plan of the activities with teacher's notes is provided at the beginning of the resource, showing how to teach the content. Answers, or possible answers, are included at the end of each activity, with student or teacher marking, and in some cases it may be helpful to distribute the resources. Some of the activities themselves may also be useful for revision purposes.

This resource should be informative and educational, and hopefully also enjoyable. It is designed to support teachers with a base which they can build on when teaching additional topics.

The topics paired with the activities will help students examine differing beliefs within the umbrella of 'Islam', as well as exploring how these beliefs impact on the lives of Muslims.

Ideally, this will help the students to develop reasoning skills as well as learning about the faith.

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Topic Coverage

For many of these it will be useful for the students to have some knowledge of the topic already

Specification Area	Topic	Activity Description	Suggested Use (Starter [S] or Plenary [P])
Beliefs and Teachings	1. Six Articles of Faith in Sunni Islam	Quiz	S or P
	2. Five Roots of Shi'a Islam	Define the roots as shown on worksheet, complete Venn diagram	P
	3. Al-Tawhid	Correct the mistakes; Timed exercise (Names of God)	S or P
	4. Nature of Allah	Match the Qur'an verse with the nature of God	S or P
	5. Prophethood	Who's Who?	S or P
	6. The Kutub (Books)	Fill in the facts on the Qur'an and put an 'X' in the box of the correct statement	S or P
	7. Malaikah	Describe the angels, then fill in the blanks	P
	8. Eschatological Teaching	Rewrite the statements into the appropriate columns	S or P
	9. Life after Death	Fill in the details of the diagram showing Life after Death	S or P

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Specification Area	Topic	Activity Description	Starters and Plenaries
Assessment/ Revision	10. Assessment (1)	Evaluate a sample exam answer	
	11. Assessment (2)	True or False?	
	12. Feedback and Target Setting	Write out targets on the sheet and planned improvements	
Practices	13. Five Pillars (and Ten Obligatory Acts)	Fill in the Five Pillars and Ten Obligatory Acts on the sheet	
	14. Ten Obligatory Acts of Shi'a Islam	Unscramble the words for the ten obligatory acts	
	15. Public Acts of Worship	Fill in the words of the Shahadah, fill in the diagram with the time of day for prayers and answer the provided questions.	
	16. Private Acts of Worship	Define the term given and fill in the spider diagram with relevant knowledge.	
	17. Hajj	Discuss within a group what happens at different points of Hajj. Can be presented should time allow.	
	18. Zakat	Fill in the spider diagram using knowledge of Zakat	
	19. Sawm	Discussion questions	
	20. Festivals	Identify the festival being celebrated based on the description, then fill in the speech bubble with details about the festivals.	
	21. Jihad	Read the examples and circle which is a greater or lesser form of jihad; discussion questions to follow.	

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Activity 1 – The Six Articles of Faith in Islam

Quiz!

Separate into groups of four/five. Your teacher will read out 10 questions, you should answer. At the end of the quiz, swap with another group to mark with the answers.

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Activity 1 – Teacher Sheet

Questions

1. What are the names of the six articles of faith in Sunni Islam?
2. Give one reason Muslims believe Allah sent Prophets.
3. According to Sunnis, what is Muhammad considered to be?
4. What is Al-Tawhid?
5. In Islam, it is a sin to suggest that God is less than one. What is the name of this sin?
6. Give an example of both the greater and the lesser forms of this sin.
7. Who and what will be judged on the Day of Judgement, according to Sunnis?
8. What do Sunnis consider the Qur'an to be?
9. Do Muslims believe angels have free will?
10. What do angels never cease doing, according to the Qur'an?





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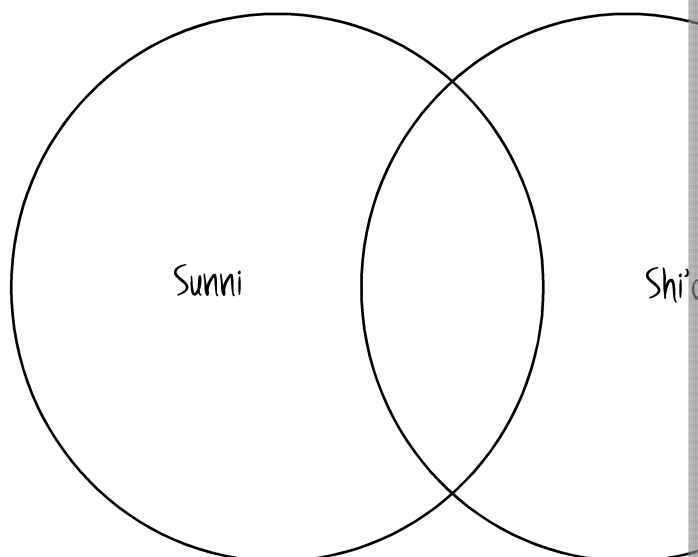


Activity 2 – Five Roots of Usul ad-Din

1. Fill in the boxes below the roots with definitions of what these roots are.

Al-Tawhid	Al-Imamah	Al-Adl	Al-Nubuwwah
			

2. Look at the Venn diagram below. Write into the circles which articles/roots belong to each respective branch of Islam, and show which ones they share.



3. What is the meaning of 'Usul ad-Din'?

.....

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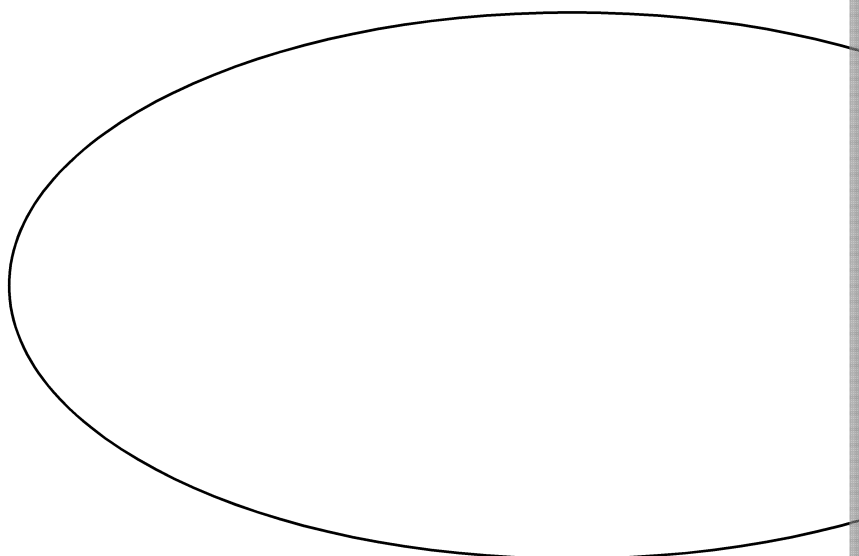


Activity 3 – Al-Tawhid

Look at the following statements about the concept of Al-Tawhid within Islam. Write whether you agree or disagree with each statement, then write the sentence correctly on the following line.

1. The concept of Al-Tawhid means that Islam is a polytheistic faith.
.....
2. There are 77 beautiful names for Allah in Islam.
.....
3. Some Muslims use a string of 33 jewels to remember the names of Allah.
.....
4. Al-Tawhid is not a central facet of the faith.
.....
5. The Arabic word for God ('Allah') has many plural forms.
.....
6. Tawhid is closely tied to the sin of zina.
.....
7. Some Muslims may believe that Christians commit shirk as they see them as gods.
.....
8. Shi'a Muslims believe that they commit shirk as they believe that the Prophet Muhammad is God.
.....

Your teacher will give you 60 seconds. Write as many of the *Beautiful Names* of Allah as you can in the oval below within that time.



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Activity 4 – The Nature of Allah

Read the quotes below from the Qur'an. Underline in each verse every reference regarding the nature of Allah, and annotate each underlined word with what it is referring to.

In the name of Allah, the Gracious, the Merciful, Praise be to Allah, Lord of the Worlds. The Most Gracious, the Most Merciful, Master of the Day of Judgement. It is You we worship, and upon You we call for help. Guide us to the straight path. The path of those You have blessed not of those against whom there is anger, not of those who are misguided'

Qur'an 1

Say, 'He is Allah, the One. Allah, the Absolute. He begets not, nor is he begotten. And there is nothing comparable to him'

Qur'an 2:143

'Original
the Earth
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'Have you considered al-Lat and al-Uzza and Manat, the three goddesses of the Arabs? They are nothing but names which you have invented, you and your ancestors, for which Allah sent down no authority. They follow nothing but assumption and what their fathers desired even though guidance has come to them from their Lord. Or is this the human being to have whatever he desires. To Allah belongs the First and the Last.

Qur'an 53

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Activity 5 – Prophethood

Who's Who?

Cut out along the indicated lines to create a who's who board. Then, in pairs, play a game of Who's Who with the Prophets. You must use facts about the Prophet you have learned in your lesson to guess what your opponent has chosen. Clues are given by the Prophet who is struggling to guess.

 Muhammad Clue: 'Peace be upon him'	Isa Clue: Muslims believe he is wrongly venerated as a deity	Mo
Fold		
Ibrahim Clue: His family was polytheistic, but he rejected this	Isma'il Clue: Son of Ibrahim	
Fold		
	Musa: Clue: Ten Commandments	
	Fold	

Example Who's Who questions could be:

- Are you a major Prophet?
- Were you the last Prophet?
- Did you receive the Gospel?
- Did you receive the Psalms?
- Is your English work for any of the Prophets?



Extension task: Below is a list of Surahs that refer to the Prophets. On a separate piece of paper, make a small mind map for **three** of these Surahs, making them refer to and what they reveal about each Prophet:

- Surah 3:31
- Surah 1:44
- Surah 21:105
- Surah 5:78
- Surah 46:9
- Surah 73:15

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Activity 6 – The Kutub (Book)

Complete the fact file below on the book to remember important facts about the Qur'an.

Qur'an Fact File:	
• The word 'Qur'an' means	• It is considered to
.....
It was given to	• The Qur'an should
by
• It is written in	and
• It is considered to be the	• It contains
.....	• The chapters are
• Because of this, it is considered to	• It should never
be wholly
	so Mosques
	prevent this.

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Extension task:

1. What are the Gospels in Islam considered to be?

A	Another word for Qur'an
B	A holy text that has been lost
C	Matthew, Mark, Luke and John

2. Who do Muslims believe the Psalms were given to?

A	Isma'il
B	Isa
C	Dawud

3. What do Muslims believe happened to the Zabur?

A	It was lost
B	It did not exist
C	It was never written down

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4. What is the Torah believed to be?

A	Another word for Qur'an
B	A holy text that has been lost
C	Matthew, Mark, Luke and John

5. What did Ibrahim receive?

A	The Schofar (Scrolls)
B	The Tawrat
C	The Books of Moses

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Activity 7 – Malaikah

Look at the angels below and fill in the purpose of each angel on the angel's card.



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Extension task: Fill in the blanks of the below statements with the words from the box. Write the words in the correct form.

Angels were the _____ creation of Allah according to Islam. Muslims believe that Allah made angels from _____.

They are without _____ and are therefore able to _____ the presence of _____. Like Allah, _____ and so will not _____ as humans do because they do not have _____.

Angels are _____ than Allah, but _____ therefore are able to _____ with both. Because Muslims believe in everything, it impacts modern Muslims in that _____

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Activity 8 – Eschatological Tea

Look at the table below and the statements below; copy the statements given to the column which represents the branch of Islam which holds that belief.

Sunni	

Hint: Some of these beliefs are shared by both Sunni and Shi'a.

1. Allah knows, but does not necessarily decide, what is going to happen.

2. God does not live within linear time as humans do, and is therefore able to know beforehand what choices people will make.

3. While humans might make choices, God has already decided what that choice will be, hence it is predestined.

4. All actions taken are predestined (written down in the book of life).

5. Humans still have free will even though God knows what they will make.

6. Because of the S... decides what is going to happen to the entirety of creation.



Extension task: Get into pairs and research the Mu'tazilite and Ash'arite school of thought. Assign a school of thought to each person in a pair, and...

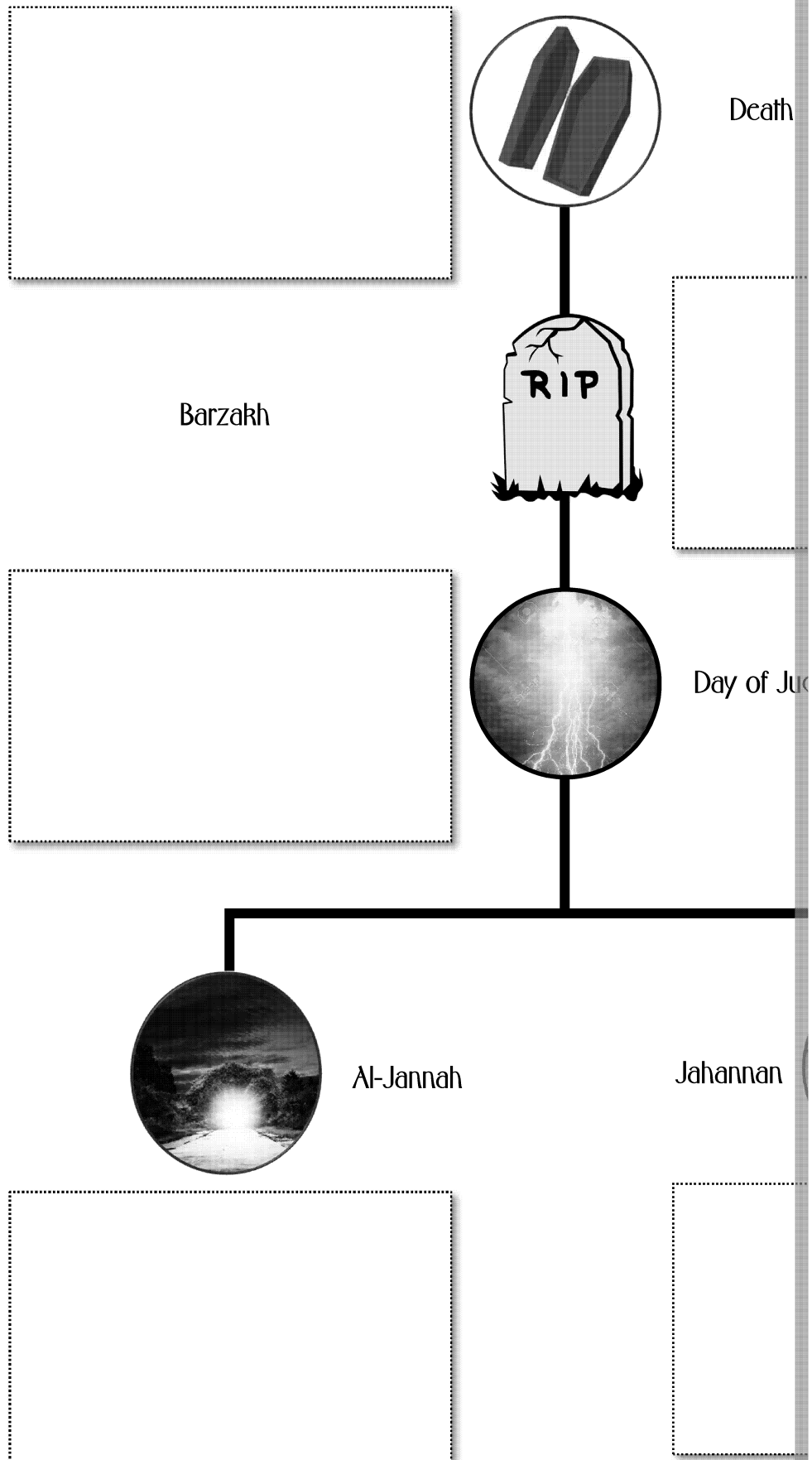
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Activity 9 – Life after Death

1. Look at the timeline below. Fill in the blank spaces next to the photos of what a Muslim believes happens at this point in the life/death/afterlife.



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2. Are ideas of heaven and hell literal or metaphorical within Islamic thought?

.....

.....

.....

3. What is meant by the term 'Martyrdom'?

.....

.....

.....

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Activity 10 – Assessment 1

Below is an example answer to an exam question on this topic. With a partner, discuss the answer and how many marks you would give this answer. Annotate the answer with your thoughts. Think about what the person did well at and what they could potentially improve upon if this was your own answer. The question has a mark value of 2.

Question:

Explain two reasons the Qur'an is an important source of authority in Islam.

The Qur'an is the holiest book in Islam, as it was given to Muhammad by Allah as the final revelation of God. It is believed to be the Word of God.

There are other books considered to be Holy in Islam, but they have been misinterpreted, so Allah sent the final revelation in the form of the Qur'an so that it could not be confused.

Guide for Marking:

- Demonstrate clear knowledge and understanding of **two** reasons why the Qur'an is an important source of authority.
- A simple explanation will garner one mark.
- A detailed description will garner two. For example, a detailed description of the Qur'an as the final revelation of God.
- Consistent good grammar and spelling will be a feature of higher-marked answers.

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Activity 11 – Assessment 1

Look at the following statements about Islamic beliefs you have looked at so far. Write a 'T' next to the ones you believe to be True, and an 'F' next to the ones you believe are false. Bonus points will be given for being able to offer the correct answer to the false ones.

1. Muslims believe the Qur'an is the Holy and immutable Word of God.
.....
2. The seven qualities of God include: Immanence, Transcendence, Omnipotence, Mercy, Fairness and Justice.
.....
3. Muslims believe that Jesus was a Prophet, whose Arabic name is Isma'il.
.....
4. 'Al-Tawhid' is the term meaning the power of God under which all Muslims must live.
.....
5. The sin of shirk is to deny the Oneness of God. It is a particularly serious sin.
.....
6. There are five roots of Usul ad-Din in Shi'a Islam: Al-Tawhid, Al-Nubuwwah, Al-Adl and the Al-Imamah.
.....
7. In Islam, Jahannam is heaven and Al-Jannah is hell.
.....
8. Other books apart from the Qur'an that are regarded as holy include the Zabur (Psalms) and the Injil (Gospels).
.....
9. The Al-Imamah refers to the belief in Shi'a Islam in a group of eleven Imams who led Muslims from the death of Muhammad until 9 CE.
.....

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Activity 12 – Feedback and Target

Write the feedback you received from your teacher on your assessment under the arrow. Then think about how you might improve and create a target. Then write the target under the arrow. Under the arrow, write a sentence about how you might achieve the target. Make four targets which you think you will be able to achieve.



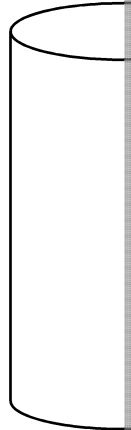
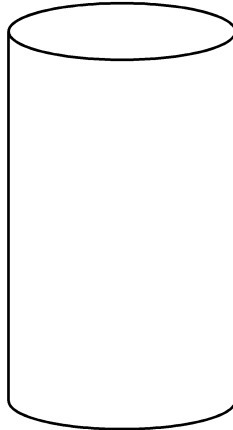
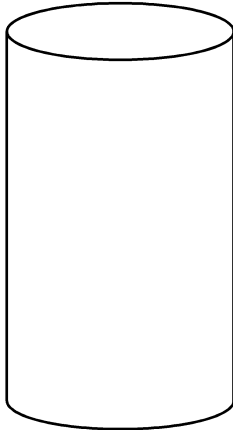
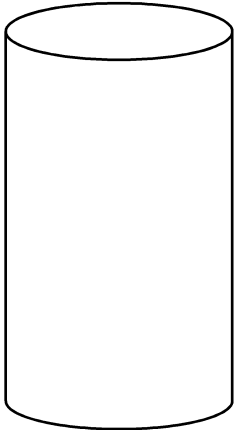
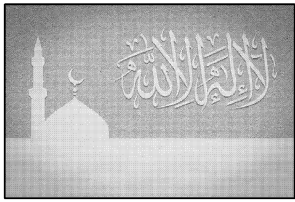
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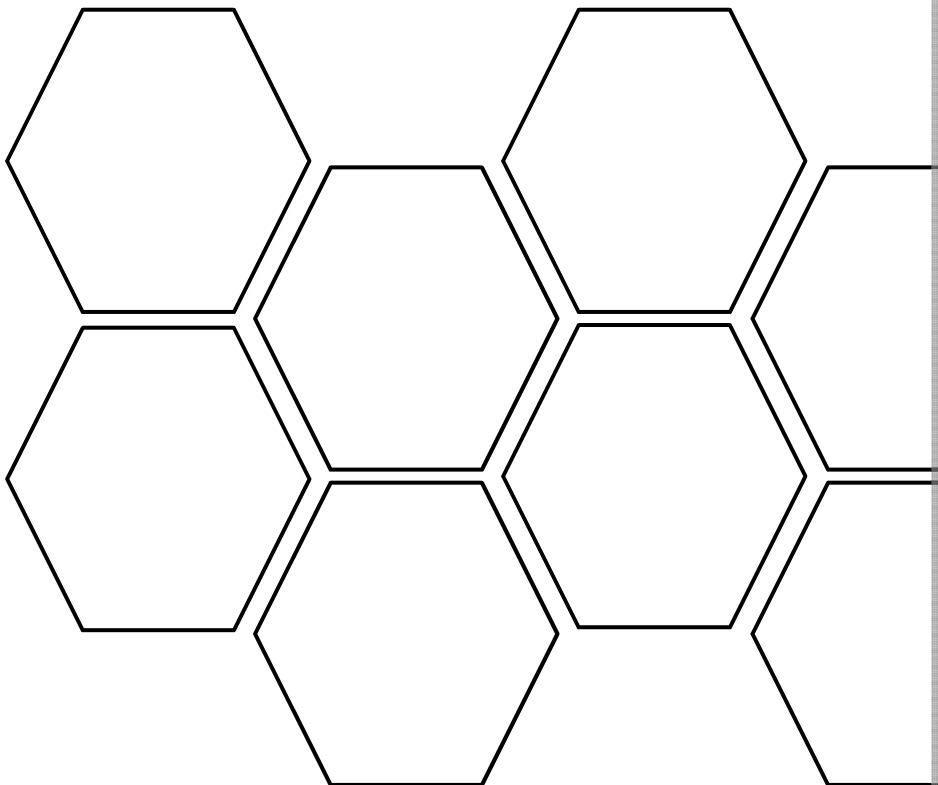


Activity 13 – Five Pillars (and Ten Obligation)

Look at the following images and write on the pillar below each one which the image is representing.



Write on the honeycomb shapes the names for the Ten Obligatory Acts of Salat, underline the ones you notice that overlap with the Five Pillars.



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Activity 14 – Ten Obligatory Acts of

Below is a list of the ten obligatory acts of Shi'a Islam, however the letters have been scrambled. Unscramble the letters to reveal the name of the act. The meanings of each act are given in order to help you.

Scramble	Act	
atISa		Daily prayer
mwaS		Fasting
hZkaa		Donating
mshuK		A religious duty
jaHj		Going to Hajj
adjhi		A person who is a martyr and of defence consideration
Moo--irmAfblra		Promoting
a i ahunilkNrAnM		Impeding
aalwTla		Loving and respecting
rabaTra		Distancing and displeasing

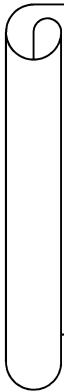
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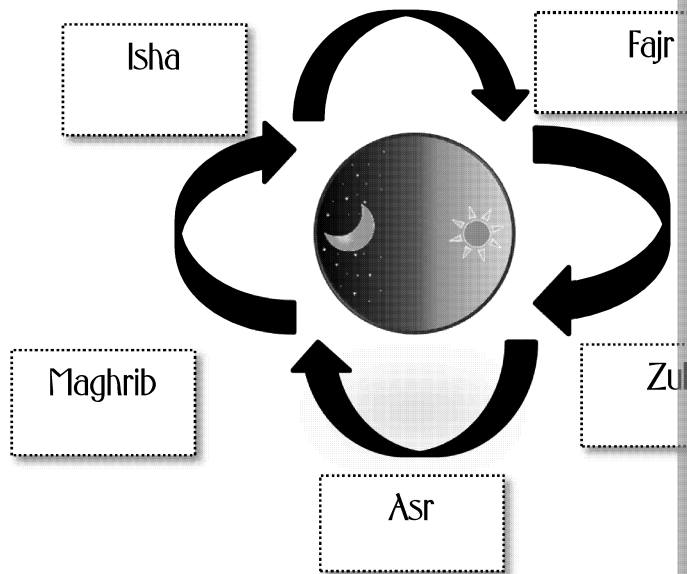


Activity 15 – Public Acts of Worship

- On the scroll below, write down an English translation of the Shahadah.



- On the diagram below, fill in the time of day that these prayers represent.



- What problems might a modern Muslim practising Salat encounter?

.....

.....

- What purposes do you think raka't serves?

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- State one detail about the importance of the Shahadah within Islam.

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6. What are Jummah prayers?

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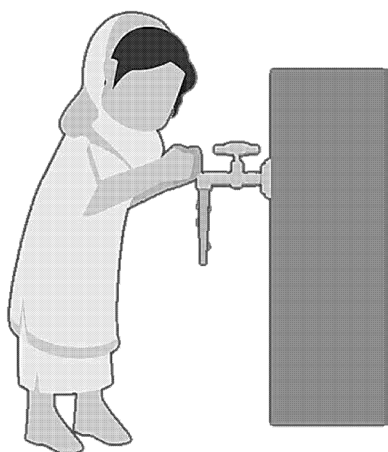
.....

7. Who has to attend Jummah prayers?

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8. What is the woman in the picture below doing?



.....

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9. Give three details about this ritual.

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10. What is a Khutba?

.....

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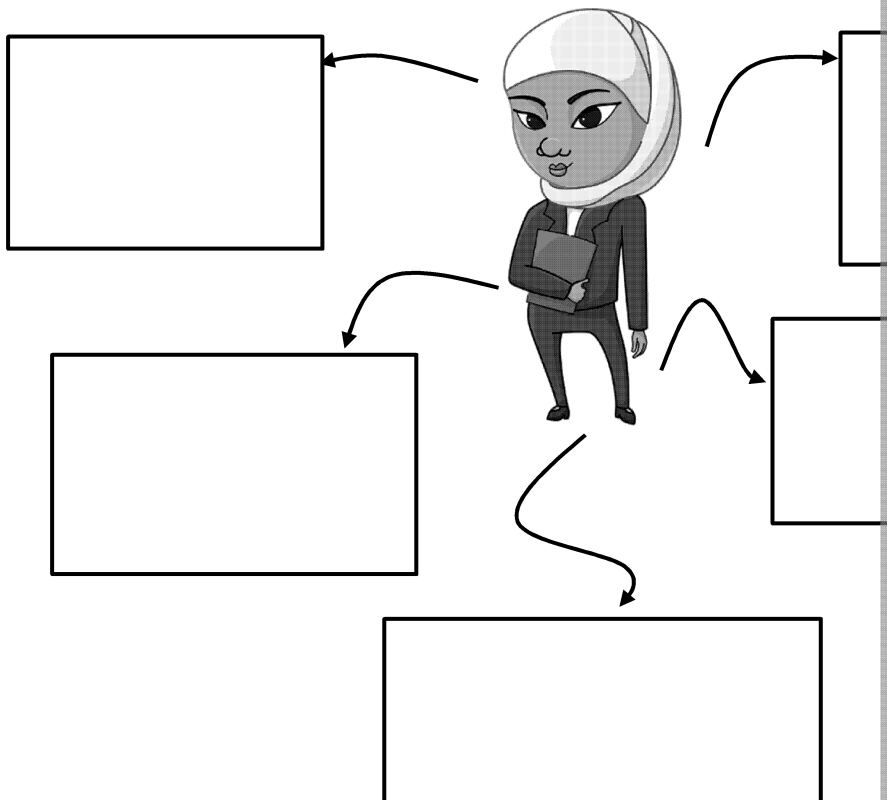
Activity 16 – Private Acts of Worship

1. Define the term 'Du'a'.

.....

.....

2. Sarah, pictured below, has just finished her Salat and is ready to offer a du'a. Fill in below some things that she might think about when performing du'a.



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Activity 17 – Hajj

1. Split the class into three groups. Assign each group an aspect of Hajj or Umrah. Write down the details of each aspect on a separate sheet of paper. Cut out the sections below, on which details about key points about Hajj or Umrah have been written, and distribute to the respective groups.

Entering the Holy State of Ihram

Circling the Ka'aba

Throwing Stones at Mina

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2. What are the origins of Hajj? Give two details.

.....

.....

.....

.....

3. Give three examples of people who are exempt from undertaking the Hajj.

.....

.....

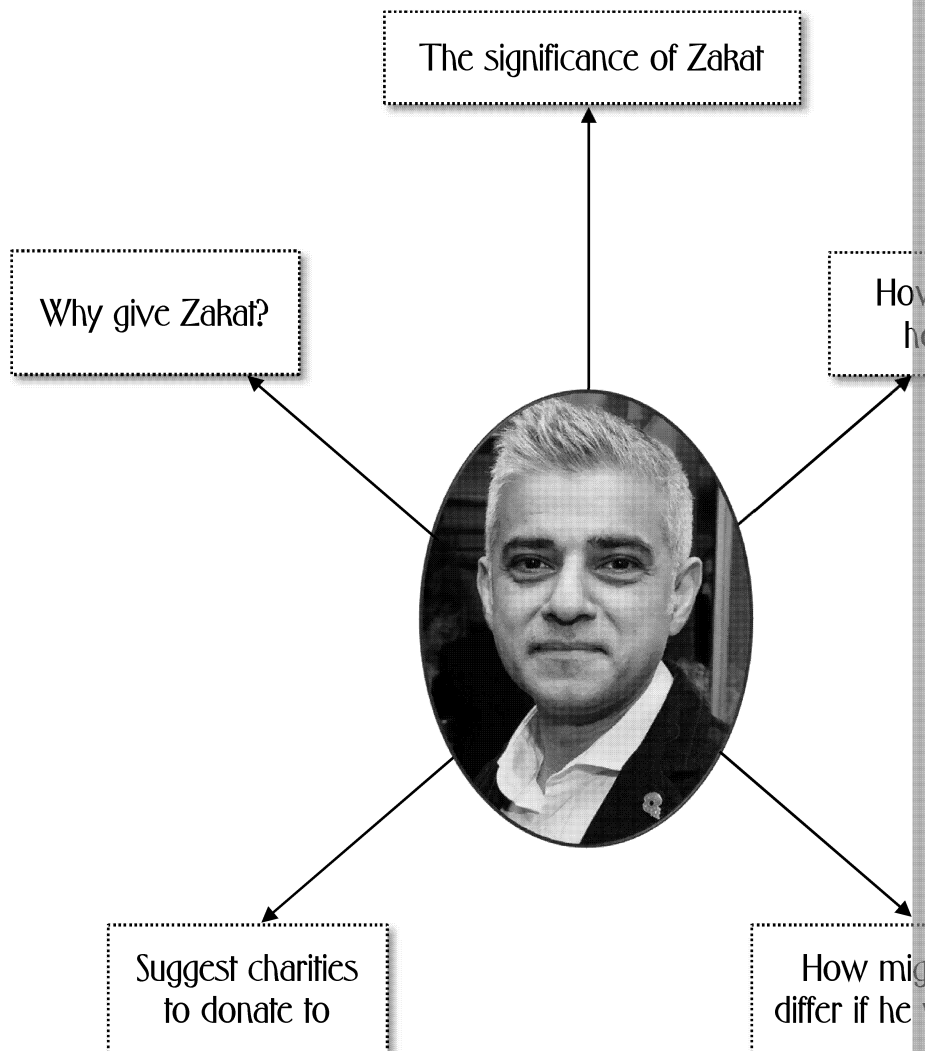
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Activity 18 – Zakat

Below is a photograph of Sadiq Khan. Use the spider diagram provided to think about giving Zakat, and what factors he might consider in working out his



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Activity 19 – Sawm

Split your class into groups of about five. Cut out the below discussion questions for each group. Then give them five minutes to discuss their thoughts about the questions.

Group One: What benefits can you think of for a Muslim to observe Sawm?

Group Two: What things do you think a modern Muslim might find challenging about observing Sawm?

Group Three: Look at the following list of those exempt from observing Sawm. Which people are exempt?

- The elderly
- The infirm
- Menstruating women

Group Four: Why do you think reading the Qur'an is emphasised while observing Sawm?

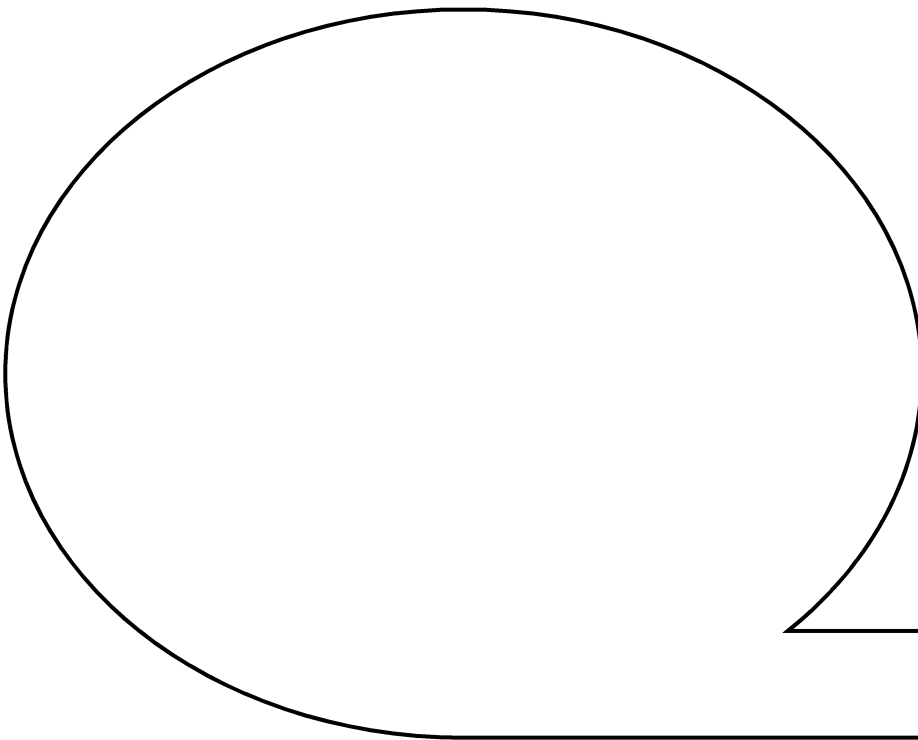
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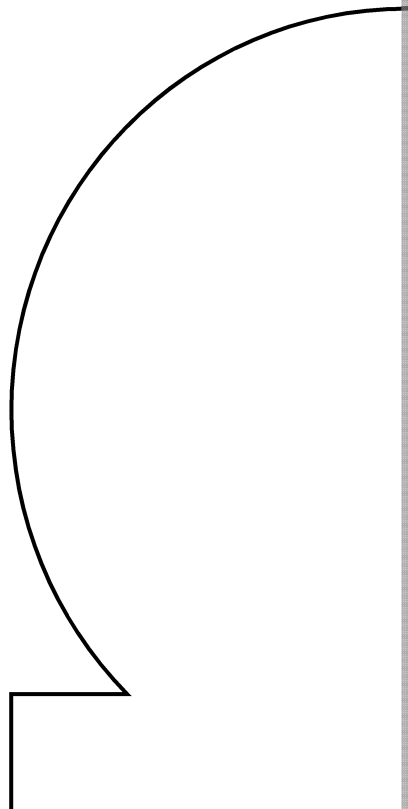


Activity 20 – Festivals

Below are some examples of people looking forward to various different Muslim festivals. Details provided beside the images of the people, fill out the speech bubbles that happens at each festival as well as what they commemorate.



2. Sophia is a Sunni Muslim who is currently fasting during the month of Ramadan. She has four days left of fasting. What will happen when the fasting is over?



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4. Adam is a Sunni Muslim who is currently on Hajj. Which festival will happen during his pilgrimage?



Extension task: Pick a festival and think about how there might be differences in legal systems, or issues with sacrifice, as being potential issues. Write your ideas down in your notebook.

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Activity 21 – Jihad

Read the following examples of different kinds of Jihad. By yourself or with a partner, decide whether these are examples of Greater or Lesser Jihad. Then circle by the question mark the one you think is correct.

1. Defending Islam when it is under threat.
2. Protecting the rights of Muslims to practise their faith, potentially needing to use force.
3. Practising self-control when frustrated with a fellow Muslim, and not getting angry.
4. Usurping a rule which is oppressing fellow Muslims.
5. Spending free time working with a Muslim charity to help those less fortunate.
6. Forgiving a friend who has deeply hurt you.
7. Spending time memorising Qur'anic verses.



Extension task: Discuss the following questions with your neighbour.

1. What does the term 'Jihad' mean in common modern use?
.....
.....
2. How does that differ from the understanding in Islamic thought?
.....
.....
3. Think of an example of a world event which has involved the use of Jihad. Do you think this event fits with the definition of Jihad you have learned?
.....
.....
4. What is meant by the terms 'Munkar' and 'Maruf'?
.....
.....

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Answers

Activity 1 – The Six Articles of Faith in Sunni Islam

Answers:

1. The six articles of faith in Sunni Islam are: Al-Tawhid, the Authority of Qur'an, the Supremacy of God's Will; belief in Angels, the Prophets, and the Day of Judgement.
2. Sunnis believe Allah sent Prophets because in his mercy, he did not want to leave messages to them through his Prophets.
3. The Seal of the Prophets, alternatively the last or final prophet to whom God gave the message of revelation.
4. The concept of the Oneness of God.
5. Shirk.
6. Greater shirk is to openly state that there is more than one God, or to contract with other than one. Lesser is to verbally state that Allah is one, but inwardly not believe this.
7. The living and the dead, according to their good and bad deeds.
8. The Word of God / the final revelation.
9. No.
10. Worshipping God.

Activity 2 – Five Roots of Usul ad-Din (Shi'a Islam)

Roots:

Students could have written any of the following details:

- **Al-Tawhid:** Al-Tawhid means the oneness of God; this is what makes Islam a monotheistic religion. A grave sin within Islam is to express that there is more than one God as shirk. Greater shirk is to verbally say there are more gods than God, lesser shirk is to believe this while simultaneously not believing this to be true.
- **Al-Imamah:** Al-Imamah is a Shi'a belief that Allah sent twelve imams after the Prophet Muhammad to guide Islam as a faith up until 9 CE, following the death of the Prophet Muhammad. The imams descended from Muhammad through his daughter (Fatima) and son-in-law (Ali). They are believed to be infallible. The dominant belief is held by the 'Twelvers', indicating there are twelve imams. They believe that the final Imam did not die, but has been hidden by God. They believe in the Day of Judgement with Jesus.
- **Al-Adl:** the Justice of God; this is the belief that God treats people fairly and keeps his promises in the Qur'an and the hadiths. They believe God is just and fair as outlined in the Qur'an and will act accordingly in his superior knowledge and infallibility.
- **Al-Nubuwwah:** this means 'Prophethood'. It is through Prophets that Allah communicates with his people. There are considered to have been multiple Prophets sent by Allah throughout history. His message got altered or confused and thus he revealed his final message (the Qur'an) through Muhammad (Muhammad). According to Shi'a belief, there have been multiple Prophets in the past including Ishmael, Musa (Moses), Dawud (David), Isa (Jesus) and finally Muhammad.
- **Al-Ma'ad:** this refers to the resurrection as it will happen on the Day of Judgement. When a person dies, their body stays in the ground in the state of Barzakh. At the Day of Judgement, which God decides, all the dead will experience a bodily resurrection. Those who are not Muslim will be judged by their deeds in life by Allah. Those who have committed good deeds during their lifetime will go to heaven (Al-Jannah) and those who have committed bad deeds will go to hell (Jahannam). Both of these are understood to be real, tangible places.

Venn Diagram:

- Sunni Section: God's Will, Authority of the Qur'an, Angels, Day of Judgement.
 - Shi'a Section: Al-Imamahs, Al-Adl, Justice of God.
 - Overlap Section: Al-Tawhid, Al-Nubuwwah (belief in Prophets).
3. Usul ad-Din means 'principles of faith'.

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Activity 3: Al-Tawhid

The incorrect words are highlighted and the corrections are included in brackets at the end of each sentence.

1. The concept of Al-Tawhid means that Islam is a **polytheistic** faith. (monotheistic)
2. There are **77** beautiful names for Allah in Islam. (99)
3. Some Muslims use a string of 33 **jewels** to remember all the names of Allah. (words)
4. Al-Tawhid **is not** a central facet of the faith. (is)
5. The Arabic word for God ('Allah') has **many plural forms**. (does not have a plurality/ oneness of God)
6. Tawhid is closely tied to the sin of **zina**. (shirk)
7. Some Muslims may believe that Christians commit shirk as they see them as **polytheistic** (polytheistic)
8. Shi'a Muslims believe that **they commit shirk** as they believe that the Twelve Imams are viewed as immutable and rightly guided, however they are not venerated in the same way as Allah.

Potential names for God: the Sovereign, the Holy, the Peace-Giver, the Faith-Giver, the Most Gracious, the Most Merciful, the Omnipotent, the Overwhelming, the Creator, the Maker, the Designer, the Majestic, the Most Absolute (Qur'an 112:2), the Gracious, the Merciful (beginning of every chapter of the Qur'an), the Loving, Possessor of the Glorious Throne (Qur'an 85:14–15).

Activity 4: The Nature of Allah

In the verses below the relevant parts of the verses are emboldened and the relevant meaning is given in brackets.

*In the name of Allah, the Gracious, the **Merciful**, Praise be to Allah, Lord of the Worlds. The Most Gracious, Master of the Day of Judgement. It is You we worship, and upon You we call for help. The path of those You have blessed not of those against whom there is anger, not of those who have gone astray.*

- Qur'an 1
(Merciful) (Just)

*Originator of the Heavens and the Earth. **Whenever He decrees a thing, He says to it 'Be'** and it is.*

- Qur'an 2:117
(All-Powerful)

*Say, 'He is Allah, **the One**. Allah, **the Absolute**. He begets not, nor is he begotten. And there is no one like Him.'*

- Quran 2:143
(One/Tawhid) (Transcendent)

*We created the human beings and we know what his soul whispers to him. **We are nearer to him than he is to himself.***

- Qur'an 50:16
(Immanent)

*Have you considered al-Lat and al-Uzza and Manat, the third one, the other? Are you to have a bizarre distribution. These are nothing but names which you have devised, you and your fathers, down no authority. They follow nothing but assumption and what the ego desires **even though it is against their Lord**. Or is this the human being to have whatever he desires. To Allah belongs the final judgement.*

- Quran 53:19–25
(Mercy/Benevolence)

Activity 5: Prophethood

Listen to your class playing Who's Who; look out for the best descriptions and details.

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Activity 6: The Kutub (Books)

Qur'an Fact File:

- The word 'Qur'an' means...**'to recite'**.
- It was given to...**Muhammad**...by...**God/Allah**.
- It is written in...**Arabic**.
- It is considered to be the **word of God**.
- Because of this, it is considered to be wholly...**infallible**.
- It is considered to be the final...**revelation/teaching/word**...from God.
- The Qur'an should be kept...**separate**....and...**higher**...than other books.
- It contains...**114**....chapters.
- The chapters are called...**Surahs**.
- It should never touch the...**floor**... so Mosques have special stands to prevent

Extension task:

1. B
2. C
3. A
4. B
5. A

Activity 7: Malaikah

Angel Bodies:

- **Jibril/Jibrail**: This is the angel who conveys God's messages to his Prophets.
- **Izra'il**: This is the angel of death, who takes from humans their last breath when they die.
- **Mika'il**: This is the angel of mercy, who is responsible for looking after heaven and earth. He does not enter. He also sends weather such as rain and thunder and lightning.
- **Israfil**: This is the angel who is responsible for sounding the trumpet on the Day of Judgement.

Extension task:

Angels were the **first** creation of Allah according to Islamic belief. Muslims believe that

They are without **sin**, and are therefore able to **enter** the presence of **God**. Like Allah, they will not **die** as humans all will. Unlike humans, they do not have **free will**.

Angels are **lesser** than Allah, but **greater** than humans, and therefore are able to communicate with humans.

Because Muslims believe that Angels record everything, it impacts modern Muslim behaviour **about their actions**.

Activity 8: Eschatological Teachings

Sunni	
2. God does not live within linear time as humans do, and is therefore able to know beforehand what choices people will make.	1. Allah knows, but does not know what is going to happen.
3. While humans might make choices, God has already decided what that choice will be, hence it is predestined.	2. God does not live within linear time as humans do, and is therefore able to know beforehand what choices people will make.
4. All actions taken by humans for all of time is written down in the book of decrees.	4. All actions taken by humans for all of time is written down in the book of decrees.
6. Because of the Supreme Will of God, he decides what is going to happen in the entirety of creation.	5. Humans still have free will, though God already knows what they will do.

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Extension task:

Listen to the debates among your students. Their positions should be based on the Mu'tazilite and Asharite schools as follows:

Mu'tazila is a somewhat controversial school of thought which denies the holiness of Islamic thought. They believe that ideas of Good and Evil, what is right and wrong in Islamic faith, should not be determined by Scripture but rather by rational thought.

Ashari is a school of thought that opposes this way of thinking. Al-Ashari was an important figure in the Asharite school of thought. His ideas have been adopted into mainstream Sunni Islam.

Activity 9: Life after Death

Answers surrounding these topics may include any of the following details:

Death	<ul style="list-style-type: none"> Muslims believe that God alone can decide who dies at what point. Qur'an 3:145. It is also a belief that the Angel Izra'il takes the final breath from the deceased.
Barzakh	<ul style="list-style-type: none"> Akhirah is the afterlife, Barzakh is the state of waiting one enters before the Day of Judgement. Some Muslims believe that after you die, you stay in the grave for 40 days. It is in the grave that some Muslims believe each human will be asked questions. Should they answer correctly, some Muslims believe they will go to heaven.
Day of Judgement	<ul style="list-style-type: none"> Only God knows when the Day of Judgement will come and only He can decide when it will begin. It will begin when the angel Isra'il blows the trumpet which will signal the destruction of the earth and the formation of a new earth. It is at this point that all of humankind, living and dead, will be resurrected. The Book of Life will be handed to each individual. If it is handed to them, they will have done good and will go to heaven. If it is handed to their left hand, they will go to hell. The souls are sorted by crossing the Sirat Bridge which spans the gap between the earth and the flames.
Al-Jannah	<ul style="list-style-type: none"> Al-Jannah is heaven. It is commonly described as a garden, full of beautiful creations. There is great beauty and joy here, as this is the reward for faith and good deeds throughout their lifetime. Inhabitants of heaven are described as being eternally young. Despite it being haram (forbidden) to drink earthly alcohol, Heaven is not intoxicating. This is something that inhabitants of heaven can enjoy.
Jannahan	<ul style="list-style-type: none"> Jannahan is hell. Qur'an 22:19-22. A place of great suffering. Emphasis on eternal pain and punishment for those who did evil and also rejected God. A lot of fire imagery is used to describe hell within the Qur'an. Those in hell will be punished with pain from fire and boiling water. Unlike some other world religions, some Muslims believe that those in hell are not condemned to suffer for all eternity. For some, once they have repented the fire and have honestly repented, they may be allowed into heaven.

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2. Answer should include awareness that some Muslims view heaven and hell as some have a more symbolic, metaphorical view of the existence of heaven and hell.
3. Martyrdom is the Islamic idea of dying an honourable death in the pursuit of a noble cause.

Activity 10: Assessment (1)

The question is stated as requiring four marks. It has enough detail to garner three marks.

The Qur'an is the holiest book in Islam, as it was given to Muhammad as the final revelation from the Word of God. (1)

There are other books considered to be Holy in Islam, but they were misinterpreted, so Allah revealed the form of the Qur'an so that it could not be confused. (1)

Other details students could include to gain extra marks here would be:

- The Qur'an is written in Arabic, God's Holy language.
- There are other holy books including the Tawrat (Torah), Zabur (Psalms) and Injil (Gospels).
- The other holy books were given to the following Prophets: Tawrat → Musa (Moses); Zabur → Dawud (David); Injil (Gospels) → Isa (Jesus).
- Tawrat (Torah), Zabur (Psalms) and Injil (Gospels) are considered to be misinterpreted.
- A student could give a Qur'an quote to support their answer; for example Qur'an 2:177 'He who gives the Book with the Truth, confirming what came before it; and He sent down the Qur'an with the Truth. However, this is not essential for a four-mark question.

Activity 11: Assessment (2)

1. True
2. True
3. False – Muslims believe that Jesus was an important prophet and his Arabic name is 'Isa'.
4. False – Al-Tawhid means the 'Oneness of God'.
5. True
6. True
7. False – Al-Jannah is heaven, while Jannahan is hell.
8. True
9. False – a succession of 12 Al-Imamahs from the line of Muhammad led the Shi'a.

Activity 13: Five Pillars (and Ten Obligatory Acts)

Correct Pillars, from left to right: Shahada, Salat, Zakat, Sawm, Hajj.

Obligatory Acts (with crossover emboldened): **Salat, Sawm, Zakat**, Khums, **Hajj**, Jizya, Munkar, Tawalla, Tabarra

Activity 14: Ten Obligatory Acts of Shi'a Islam

- | | |
|----------|---------------------|
| 1. Salat | 6. Jihad |
| 2. Sawm | 7. Amr-bil-Marooif |
| 3. Zakat | 8. Nahi Anil Munkar |
| 4. Khums | 9. Tawalla |
| 5. Hajj | 10. Tabarra |

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Activity 15: Public Acts of Worship

1. 'The Lord Our God is One God and Muhammad is His Messenger'
2. Fajr – Before the sun comes up; Maghrib – After the sun goes down; Zuhr – Noon; Asr – Afternoon.
3. Students should demonstrate an awareness that a modern Muslim may experience difficulties practising Salat, including working hours perhaps not accommodating this need. This may also impact this, as the sun will come up very early in the summer, meaning the time to pray is very early. Further issues will include working hours perhaps not accommodating the time to go to the Mosque). Also, there might be an issue with not having access to running water (ritual washing before prayer). Notably, there are provisions for this instance that this is symbolic of spiritual cleanliness rather than necessarily involving physical cleanliness. For instance, they may perform dry absolutions with a substance such as sand. Aqeeqah is also paramount. This might be an issue for modern Muslims, however many have adapted with them on a commute so that they have a clean place to pray with them. It is also important to know the direction of Mecca in which to pray, if they have not ascertained this before.
4. Students should think about how raka't may help a Muslim to focus on God, and how the prostration will remind them how he is greater than they are. The physicality of prayer at a set time of prayer as decidedly different from day-to-day activities, reminding them of the time throughout the day. It is symbolic of their submission to the will of God. Furthermore, it is the same time regardless of where they are, it is symbolic of the wider Ummah (community) that will perform the same movements in prayer at the same time.
5. Students should show awareness that the Shahadah is the declaration of faith, which is tightly linked to Tawhid. It is present at various different life stages and would be acceptable.
6. Jummah is communal Friday prayers at the Mosque.
7. Men attend Jummah at the mosque, whereas women are not required to and can pray at home.
8. The woman is practising Wudu, ritual washing, which is a requirement before prayer (and before being accepted as an answer.)
9. Answers should demonstrate a knowledge of the nature of wudu, any of the following:
 - Ritual washing as commanded in the Qur'an of hands, face (including rinsing)
 - It is about spiritual cleanliness as much as it is about physical cleanliness
 - It should always be done before prayer.
10. The Khutba is a sermon given by an Imam.

Activity 16: Private Acts of Worship

1. Students should demonstrate a knowledge that du'a prayers are personal prayers from a believer to God. These are less structured and not prescribed in the same way as public prayers and a believer will use this opportunity to pray about things which are particular to them or those they love.
2. Examples might include: something they are struggling with (school work, personal issues, or friends, for help with particular spiritual issues they might be struggling with, or along these lines which would indicate speaking personally and informally to God.

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Activity 17: Hajj

Part of Hajj	Key points that should be included
Entering the holy state of Ihram	<ul style="list-style-type: none"> To enter into the state of Ihram, Muslims perform ritual washing. They dress in Ihram clothing, which for men is all white and single colour (although this is usually white) which covers the face and feet. As all Muslims are dressed the same, this promotes equality and also functions as a reminder that no matter your personal status (rich/poor/old/young, etc.) all are equal before God. Men and women should not cut their hair, and men should not shave. No perfumes or rings can be worn. There can be no sexual contact or intercourse.
Circling the Ka'aba	<ul style="list-style-type: none"> This is the rite that begins the Hajj, in Mecca. It involves Muslims walking around the Ka'aba (a large, black cube) in an anticlockwise direction around the Ka'aba seven times as a prayer for pilgrims of the Hajj which professes their service to Allah and blessing him. Ideally, a pilgrim will attempt to get close enough to touch the Ka'aba. This is thought to be a stone from the original Ka'aba in Mecca. However, if it is not possible to touch it, pilgrims will raise their hands in acknowledgement.
Throwing stones at Mina	<ul style="list-style-type: none"> After the standing at Arafat, the pilgrims will travel to Muzdalifah and throw up exactly 49 pebbles. These are for the purpose of throwing at the three Jamarat stones which represent the devil, evil and temptation. Muslims will throw the stones they collected at the walls to symbolise their and commitment to turn away from what is wrong.

- The origins of Hajj can be traced back to Ibrahim; however, the pattern in which it was established by the Prophet as well as commanded by him.
- Answers could include any of the following:
 - insanity
 - poverty
 - infirmity
 - old age
 - insufficient time (for example, someone who dies young)

Activity 18: Zakat

Significance of Zakat:

- It is one of the five pillars of Islam, and, therefore, central to the faith.
- It should be done privately and modestly.
- It helps less fortunate Muslims, thus strengthening the Ummah (community of Muslims).
- Giving money beyond this is called Sadaqah.

Why give Zakat?

- It is one of the five pillars of Islam, therefore central to the practice of Islam as a religion.
- It is commanded in the Qur'an (e.g. Qur'an 21:73).
- In order to purify oneself, as Zakat means 'purification'.

How much should he give?

- Zakat is given at a fixed rate of 2.5%.
- This is applied to the wealth of a Muslim, rather than their income.
- This applies to Muslims who are above the minimum amount of wealth (nisab).
- The 2.5% applies to weighted valuable items, such as gold or silver.

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How might his almsgiving differ if he was Sunni or Shi'a?!

- In addition to Zakat, Shi'a have a further function of almsgiving.
- This is known as Khums, and is often referred to as a religious tax.
- They should give 20% of their income.
- This comes from Qur'an 8:41 which states, 'Know that whatever of a thing you possess, Allah, for the Messenger, for the near relative, and the orphans and the need
- As stated in the verse, the five emboldened groups receive a portion of Khum
- In lieu of giving their portion to Muhammad and his near relative, this money scholar. This may support a religious scholar with no source of income to con
- the Will of God (Sharia). The portion for Allah is given to Imams to be spent t

Suggest charities to donate to

- IslamAid
- Zakat – Muslim Hands UK
- Penny Appeal (100% of Zakat goes to charity)
- Other listed charities can also be accepted.
- (Political parties do not count!)

Activity 19: Sawm

Group One: Benefits

- Closeness to Allah
- Developing self-control
- Developing patience
- Sins can be forgiven through fasting
- Increases empathy with the less fortunate; uniting the Ummah

Group Two: Challenges

- Being without food or water may make it difficult for a Muslim to focus durin
- Should Ramadan fall during the summer months, going without water for a lo
- particularly challenging
- Social situations may prove confusing to a non-Muslim

Group Three: Exemptions

- The elderly – Sawm may be detrimental to the health of an elderly person who fast for a prolonged period of time, therefore they are exempt as Allah is merc
- The infirm – existing health conditions mean that observing Sawm may be de
- consider the nature of Allah as believed to be merciful and apply this here – M
- Sawm is intended to be challenging, humbling and a struggle, but not detrimen
- Menstruating women – This is due to a Hadith; women on their period are ex
- should be noted that they are expected to make up for the time they missed fa
- or via donation to charity.

Group Four: Qur'an

- Focusing on the Qur'an during Sawm is a good way to remind Muslims why
- mercy towards them (working concurrently with the empathy for those less fo
- Reminder of God's greatness during the time of fasting, and how he fasting is
- During Ramadan also is the Night of Power, the day Muslims remember the g
- to Muhammad. Therefore the reading of the Qur'an around this time is impo

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Activity 20: Festivals

1. This is the festival of Ashura. Students should demonstrate knowledge that this festival remembers the suffering of Hussein (the Prophet's grandson) at the battle of Karbala in 680 CE at the hands of Umayyad Caliph Yazid. In some parts of the world, an immolation which is done to remember and share in the suffering of Hussein is marked by blood donation.
2. This is the festival of Id-ul-Fitr. Students should demonstrate knowledge that this is the Islamic month of Ramadan, and with it the ending of the fasting of Sawm. Muslims break their fast and once again resume eating during the hours of daylight. The festival is celebrated when the fast is over, but also that God has given them the strength to get through it by his wisdom during that time. It can last from one to three days. Many Muslims pray and listen to a sermon by the Imam, who will usually address the festival. It is also often marked by festive meals, to which friends, family and anyone invited. Inclusion is a big emphasis during this time. There will also be very much shopping and Muslims will often buy and wear new clothing to celebrate. Some Muslims visit where loved ones who have passed on are buried, where they will pray for the souls of the many sweet things during this time.
3. This is the festival of Id ul-Ghadeer. Students should demonstrate knowledge that this festival during which they celebrate the mandate given by Muhammad to Ali, his cousin and son-in-law, as the leader of the early Islamic community. Common practices include wearing the best clothes and perfumes, fasting, ritual bathing (known as ghusl) – other religious practices.
4. This is the festival of Id-ul-Adha. Students should demonstrate knowledge that this festival is observed by both Sunnis and Shi'as. The story it commemorates can be found in Qur'an 37:102-108, which remembers the willingness of the prophet Ibrahim to sacrifice his son to God, and God's command to him before he sacrificed his son. It is celebrated on the 10th of Dhul-Hijjah and lasts for four days. It is observed on Hajj with a sacrifice, but it is also observed by the rest of the world. It is common for this to be observed with familial gatherings, meals and prayers, sermons and prayer.

Extension task:

Answers should demonstrate a knowledge that there are some differences between countries that might make it more difficult to practise some festivals. Examples could include that sacrifice is illegal in the UK, so as an alternative many Muslims observing Id ul-Adha will donate money to the poor instead of dividing it in the same way in the stead of sacrifice. Some will donate money to the poor.

Activity 21: Jihad

- | | | |
|------------|------------|------------|
| 1. Lesser | 4. Lesser | 6. Greater |
| 2. Lesser | 5. Greater | 7. Greater |
| 3. Greater | | |

Extension task:

The discussions between students should include some/all of the following points:

1. In common vernacular the term Jihad has come to have associations with terrorism. A student will be aware of this. It is wrongly believed by some to mean 'holy war'. However, as we have learned, it is a term which means struggle and commonly includes personal struggle against wrongdoing rather than acts of violence.
2. It does not fit; Islamic thought emphasises that personal jihad (trying to better oneself) is the most important. Furthermore, there are parameters within which military action is allowed and acts of terrorism do not fit these.
3. A student may give any one of a number of examples of acts of terrorism committed in recent times. They should demonstrate an ability to unpack what the event is and how it is inconsistent with the teachings surrounding Jihad.
4. Munkar means evil and Maruf means good.

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