



Starters and Plenaries

for GCSE Edexcel Religious Studies A
Component 1: Islam (2nd Religion)

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Teacher's Introduction

This resource has been designed to support the learning and teaching of GCSE Edexcel Religious Studies A Component 1: The Study of Religions: Beliefs, Teaching and Practices – Islam (2nd Religion). All areas of the specification are covered.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Different activities provide a way into new topics or allow students to reinforce and consolidate their learning – there is also some assessment content. Some activities can be done individually, others 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 allow students to learn continuously by providing short activities which can be slotted in at the beginning and end of lessons. As well as activities covering specification content, some activities focus on exam questions and target setting as well. Each activity should take between 5 and 15 minutes to complete, though some could 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 to give guidance on how to teach the content. Answers, or possible answers, are included at the end of the resource, to help with student or teacher marking, and in some cases it may be helpful to distribute these as revision resources. Some of the activities themselves may also be useful for revision purposes.

This resource should be informative and educational, and hopefully also enjoyable for students. It should support teachers with a base which they can build on when teaching additional content and skills.

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

Ideally, this will help the students to develop reasoning skills as well as learning important details.

September 2018

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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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	
Beliefs and Teachings	1. Six Beliefs of Islam	Quiz	S or P	G
	2. Five Roots of Shi'a Islam	Define the roots as shown on worksheet; complete Venn diagram.	P	Indi
	3. Tawhid	Correct the mistakes in the exercise (Names of God).	S or P	In G
	4. Nature of Allah	Match the Qur'an verse with the name of God.	S or P	Indi
	5. Risa'lah	Who's Who?	S or P	Pa
	6. Kutub (The Books)	Fill in the facts on the Qur'an and put an 'X' in the box of the correct statement.	S or P	Indi
	7. Malaikah	Describe the angels, then fill in the blanks.	P	Indi
	8. Al-Qadr and Predestination	Re-write the statement into the appropriate context.	S or P	Indi
	9. Akhirah	Fill in the details of the diagram showing Life after Death.	S or P	Indi

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Specification Area	Topic	Activity Description	Suggested Use
Assessment / Revision	Assessment (1)	Evaluate a sample exam answer.	Source
	Assessment (2)	True or False?	Source
	12. Feedback and Target Setting	Write out targets on the sheet and planned improvements.	Source
Practices	13. Ten Obligatory Acts and Five Pillars	Fill in the Five Pillars and Ten Obligatory Acts on the sheet.	Source
	14. Ten Obligatory Acts of Shi'a Islam	Unscramble the words for the Ten Obligatory Acts.	Source
	15. Shahadah	Cut out and stick on the pieces of the prayer, rearranging them to form the phrase.	Source
	16. Salah	Fill in the times of prayer on the diagram. Extension task includes discussion questions for pairs.	Practice
	17. Sawm	Split the class into groups and get them to write thoughts on each of the questions.	Practice
	18. Zakah	Fill in the spider diagram using knowledge of Zakah.	Practice
	19. Hajj	Discuss within a group what happens at different points of hajj. Can be presented should time allow.	Source
	20. Jihad	Read the extracts and circle which is a greater or lesser form of Jihad; discussion questions to follow.	Practice
	21. Festivals	Identify the festival being celebrated based on the description then fill in the speech bubble with details about the festivals.	Source

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Activity 1 – The Six Beliefs of

Quiz!

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

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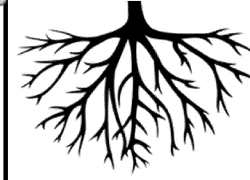
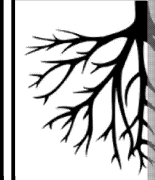

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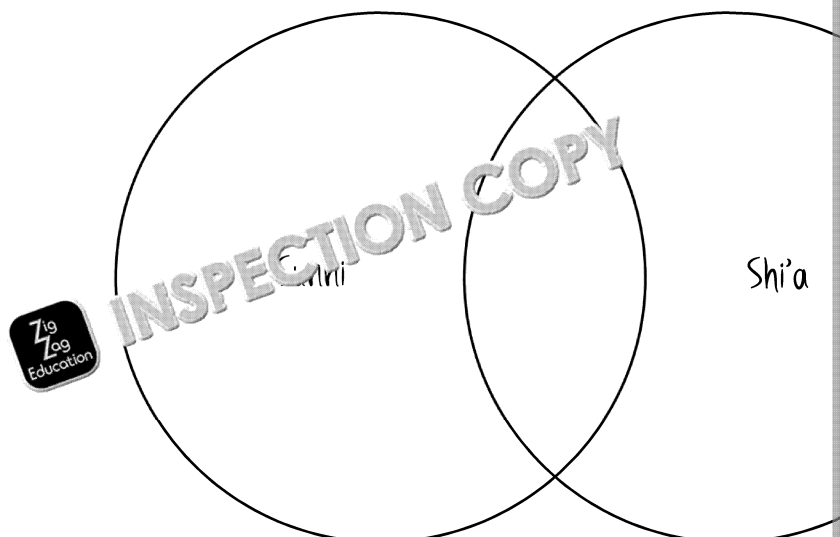


Activity 2 – Five Roots of Usul-al-Din

Fill in the boxes below the roots with definitions of what these roots are. If the Qur'an to support them.

Tawhid	Imamah	Qur'an	Nubuwwah
			
			

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



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Activity 3 – Tawhid

Look at the following statements about the concept of Tawhid within Islam. Write the sentence correctly on the following line.

1. The concept of Tawhid means that Islam is a polytheistic faith.

.....

2. There are 7 billion names for Allah in Islam.

.....

3. Some Muslims use a string of 33 jewels to remember the names of Allah.

.....

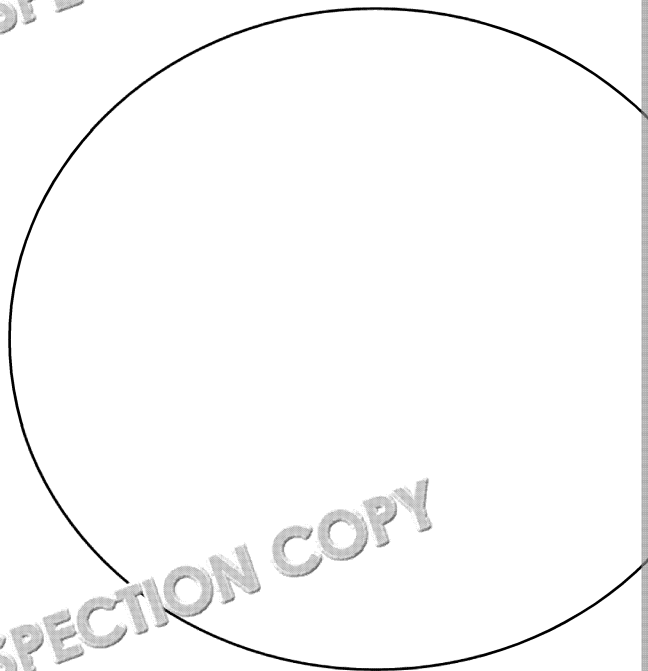
4. While Tawhid is important, it is not a central facet of the Islamic faith.

.....

5. The Arabic word for God ('Allah') has many plural forms.

.....

Your teacher will give you 60 seconds. Write in the circle below as many of the characteristics of Allah as you can remember within that time.



Extension task

- Using a Qur'an, read **Surah 16:35–36**.
- Which characteristics of God can be seen in this passage?

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Activity 4 – The Nature of Allah

Read the quotes below from the Qur'an and match them to what you think the beliefs regarding the nature of God.

'But whoever repents after his crime and reforms, Allah will accept his repentance. Allah is Forgiving and Merciful'

- Qur'an 5:39

'The word of your Lord has been completed with truth and justice'

- Qur'an 6:115

'He is the First and the Last, the Outer and the Inner, and He has knowledge of all things'

- Qur'an 3:2

'No vision can grasp Him, but His grasp is over all vision'

- Qur'an 6:103

'Whichever way you turn, there is Allah's presence'

- Qur'an 2:115

'Allah is kind towards the people, merciful'

- Qur'an 2:143

'Stand firmly for justice...even if against yourselves, or your parents or your relatives'

- Qur'an 4:135

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Activity 5 – RiSalah

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 in your lesson to guess what your opponent has in mind. Clues are given for the Prophet your opponent is struggling to guess.

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

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 name 'Jesus'? (this could work for any of the Arabic terms)

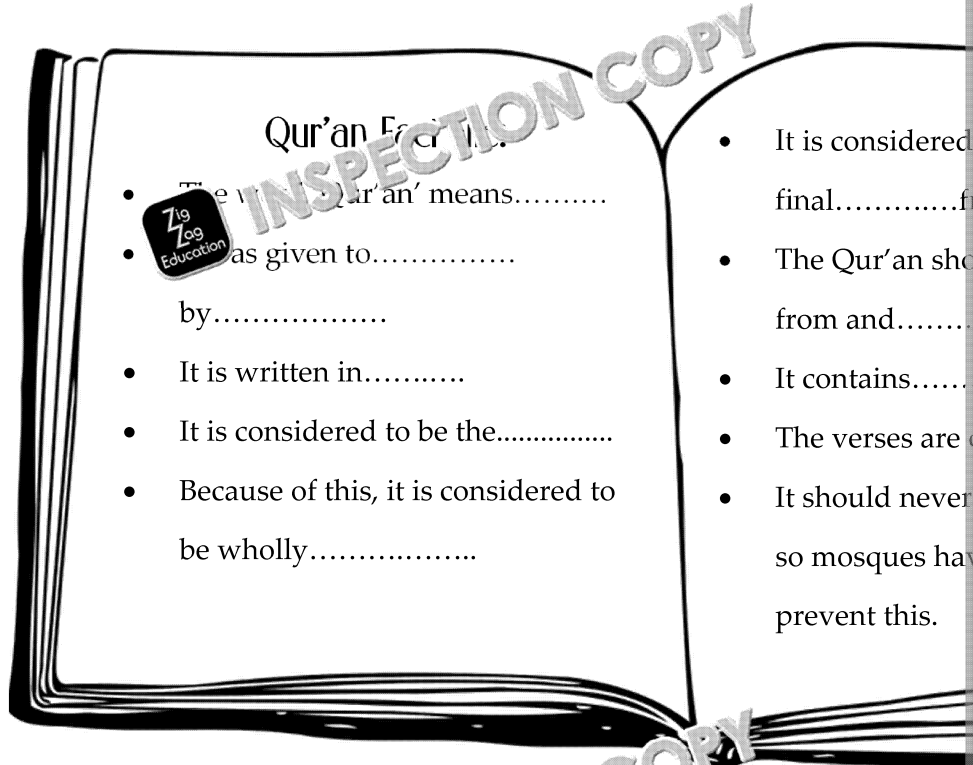
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Activity 6 – The Kutub (Books)

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



Extension task



1. What are the Injil 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 was not lost
C	It was never written down

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4. To which Prophet do Muslims believe the Tawrat was given?

A	Muhammad
B	Dawud
C	Musa

5. Who received the Zabur?

A	Isa
B	Ibrahim
C	Muhammad

6. What is the status of the Gospels, Tawrat and Zabur today?

A	Respected but believed lost, with no authority
B	Their existence is denied
C	Revered and Holy

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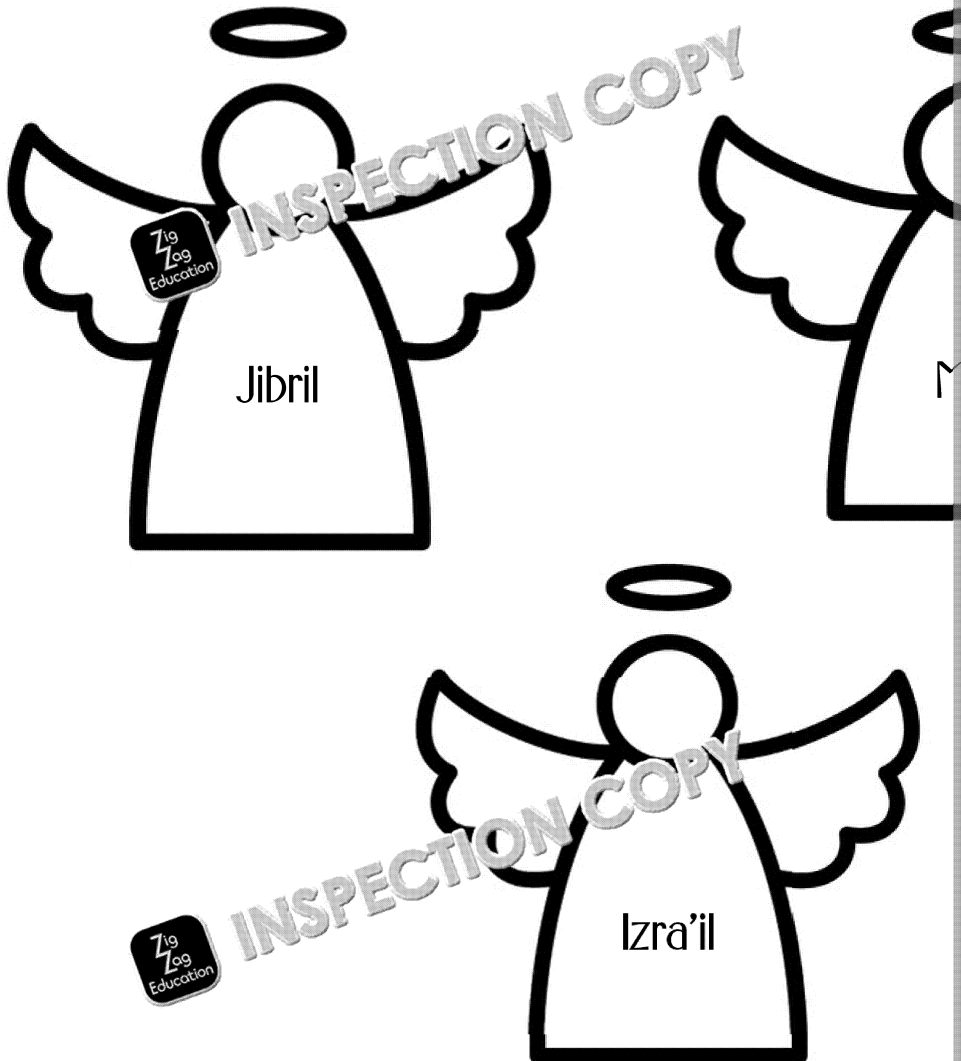


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Activity 7 – Malaikah

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



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Extension task

Fill in the blanks of the statements below with the words which make sense.

Angels were the creation of Allah according to Islamic
Allah made angels from

They are without and are, therefore, able to
presence of In Allah, they are and
as humans all will. Unlike humans, they do not have

Angels are than Allah, but than humans
to with both. The of angels to Muslims is that they continually over Muslims, aware of their every action
..... offers spiritual support to believers as he did for the Prophet

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Activity 8 – Al-Qadr and Predestination

Look at the table below and the statements beneath it; copy the statements which represent 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 the choice will be, hence predestination.

4. All actions taken over the course of time are written in the book of decrees (book of fate).

5. Humans still have free will and a choice, even though God knows what choices they will make.

6. Because of the belief in al-Qadr, he decides what is going to happen in the future.

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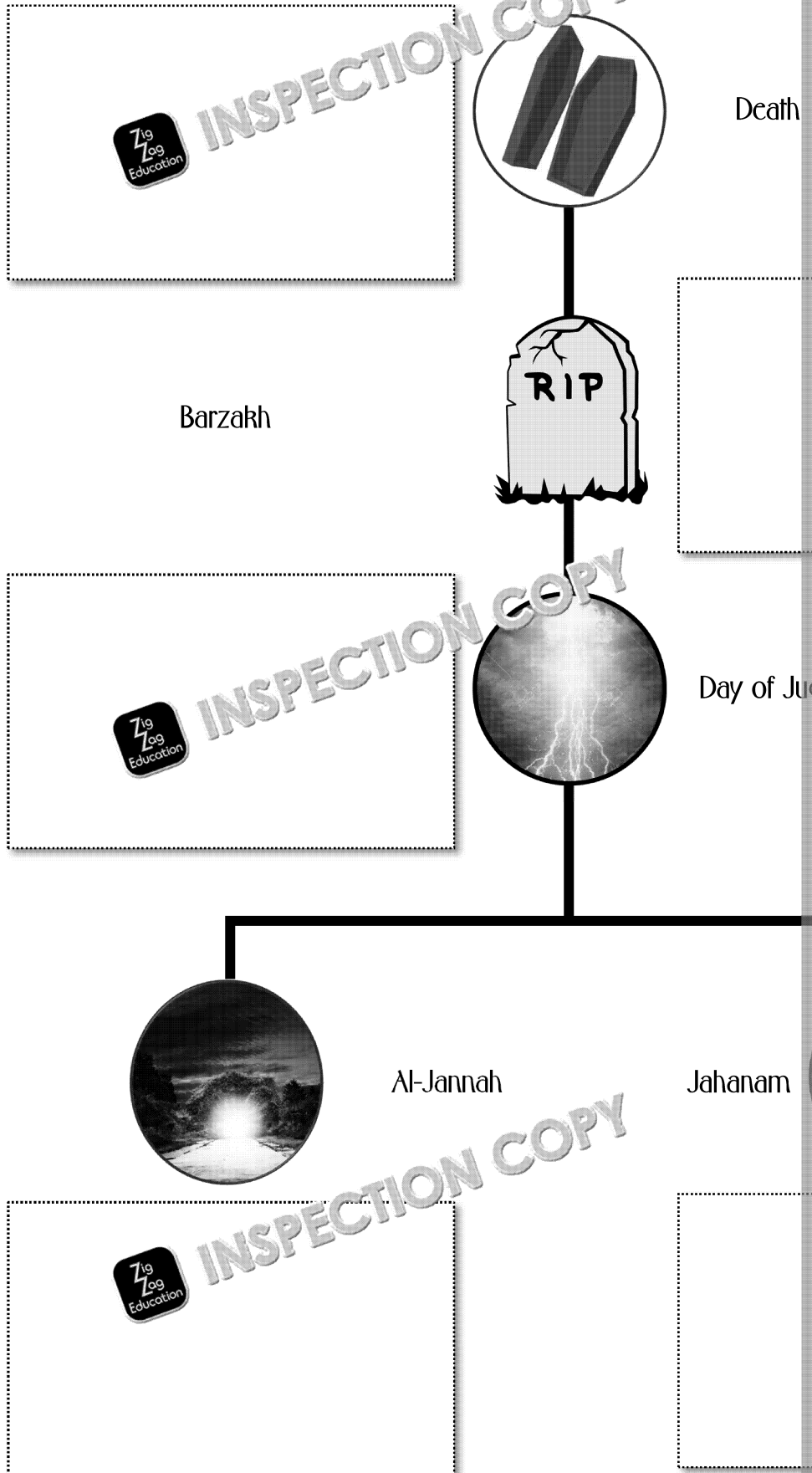


Discussion question

In pairs, discuss ways you think the belief in al-Qadr affects modern Muslims. Come up with some examples to share with the class.

Activity 9 – Akhirah

Look at the timeline below. Fill in the blank spaces next to the photos using what a Muslim believes happens at this point in the life/death/afterlife cycle. Feel free to use your own words or quotes from the Qur'an if you would like. Where possible, use verses of the Qur'an 17:49–72 to support your answers.



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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 example answer and discuss 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 potentially improve upon if this was your own answer. The question has a mark value of 4.

Question

Explain two reasons why the Qur'an is an important source of authority in Islam. Refer to a specific example of wisdom and authority.

The Qur'an is the holiest book in Islam, as it was given to Muhammad 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 were often misinterpreted, so Allah sent the final revelation in the form of the Qur'an so it could not be confused.

Guide for Marking:

- Demonstrate clear knowledge and understanding of **two** reasons why the Qur'an is a 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-mark answers.
- **One** mark will be awarded to an answer which refers to an appropriate example of wisdom and authority.

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Activity 11 – Assessment

Look at the following statements about Islamic beliefs you have looked at so far. Mark the ones you believe to be true, and an 'F' next to the ones that you believe are false. Bonus points will be given for being able to offer the correct answer to the false ones.

1. Muslims believe that the Qur'an is the Holy and immutable word of God.
.....
2. The seven attributes of God are: Immanence, Transcendence, Omnipotence, Mercy, Fairness and Justice.
.....
3. Muslims believe that Jesus was a Prophet, whose Arabic name is Isma'il.
.....
4. 'Tawhid' is the term meaning the power of God under which all Muslims 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 Islam in Shi'a Islam: Tawhid, Prophethood, God's Messenger and the Imamah.
.....
7. In Islam, Janaham 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 Injl (Gospels).
.....
9. The Imamah refers to the belief in Shi'a Islam in a group of 11 imams who guide Muslims from the death of Muhammad until AD 9.
.....

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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.
Draw a picture to remember. Under the arrow write a sentence about how you might achieve it.
Make three targets which you think you will be able to achieve.

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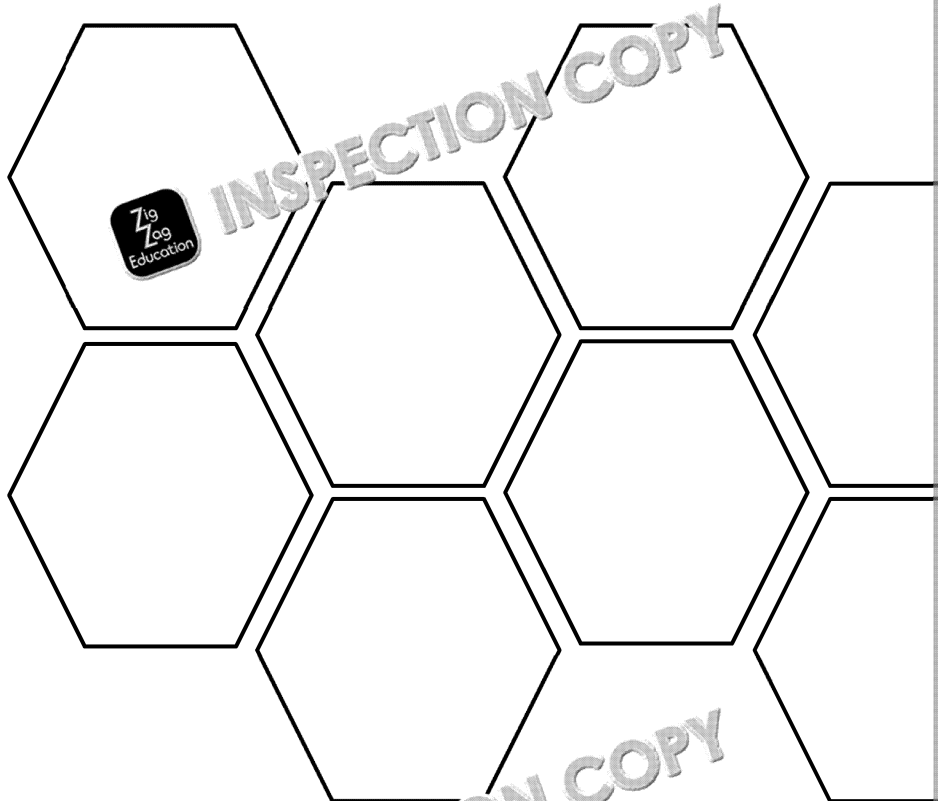


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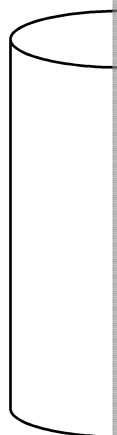
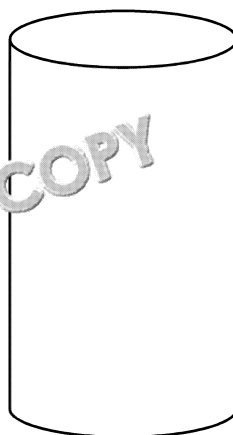
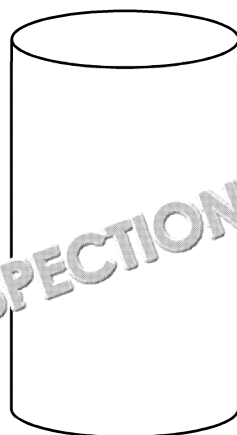
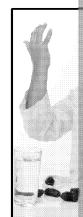
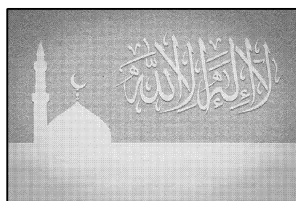


Activity 13 – Ten Obligatory Acts and

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



Look at the image and write on the pillar beneath each one which of the image is representing.




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Activity 14 – Ten Obligatory Acts of Shi'a

Below is a list of the Ten Obligatory Acts of Shi'a Islam; however, the letters are 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	Meaning
al- 		Daily
mwaS		Fasting
hZkaa		Donation
mshuK		A religious duty, although it is not a pillar of Islam
jaHj 		Going to Hajj
adJhi		A person who is a follower of the faith and is not a Muslim, although they are not a Jew or Christian
Mu--irmAfblra		Promoting the faith
a i ahunilkNrAnM		Impeccable
aalwT 		Loving and respecting the Imam
rabaTra		Distance from the disbelievers

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Activity 15 – The Shahadah

1. Cut out the words of the Shahadah below and rearrange them in the correct order.

Bonus: write along the bottom of the scroll in brackets the phrase that some Shi'ites use for the Shahadah.

One	His	Lord
God	The	
Is	And	Messenger



2. What role does the Shahadah have within the Five Pillars of Islam?

.....

.....

3. Why is the Shahadah important to Muslims today?

.....

.....

4. Give two uses of the Shahadah in the life cycle of modern Muslims.

.....

.....

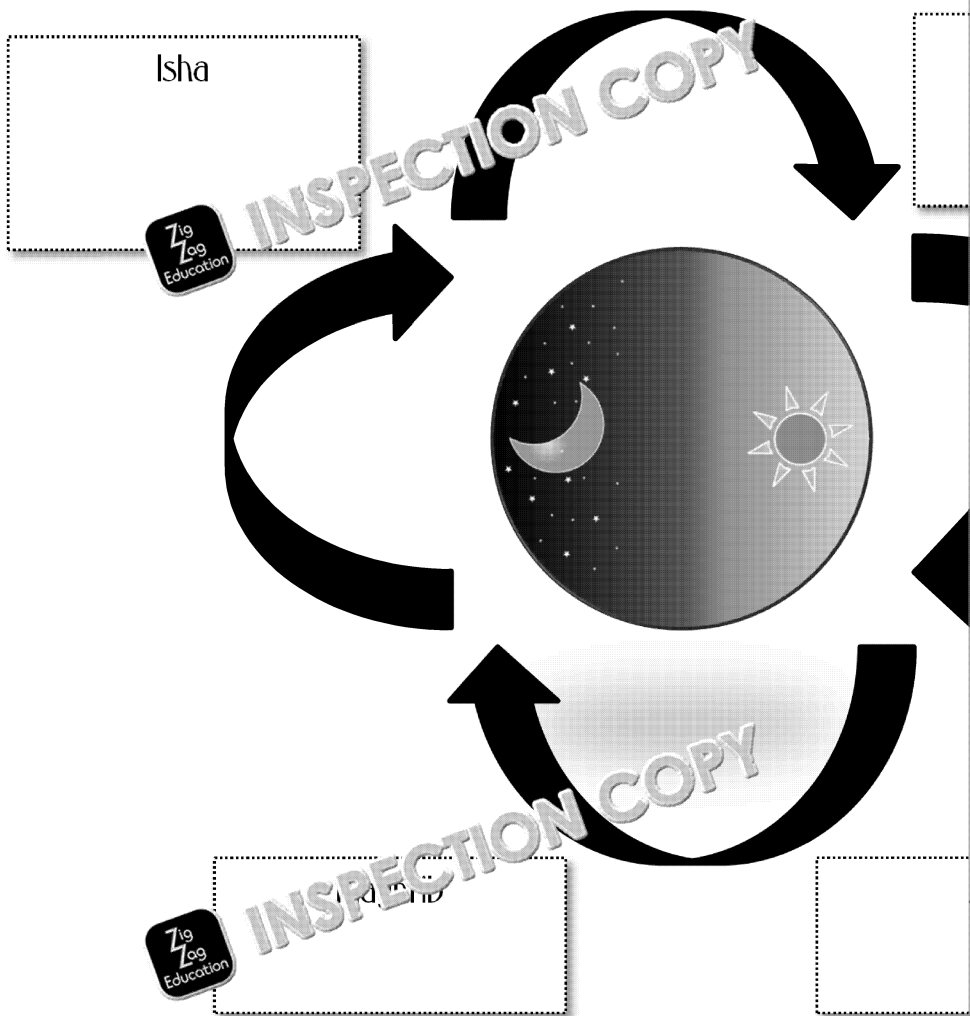
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Activity 16 – Salah

Fill in on the diagram below what times of the day Sunnis will pray according to the five pillars of Islam.



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Extension task

Use your knowledge to discuss these questions with your neighbour. Write your answers in bullet points under the questions.

1. What problems might a modern Muslim practising Salah encounter?
2. What is meant by the term 'du'a'?
3. What purposes does the rak'ah serve?
4. Give two examples of differences between Sunni and Shi'a practices of Salah.

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Activity 17 – Sawm

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

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. Why do you think these people are exempt?

- The elderly
- The infirm
- Menstruating women

Group Four: Why do you think reading the Qur'an is emphasised while observing Sawm? (Hint: Laylat al-Qadr)



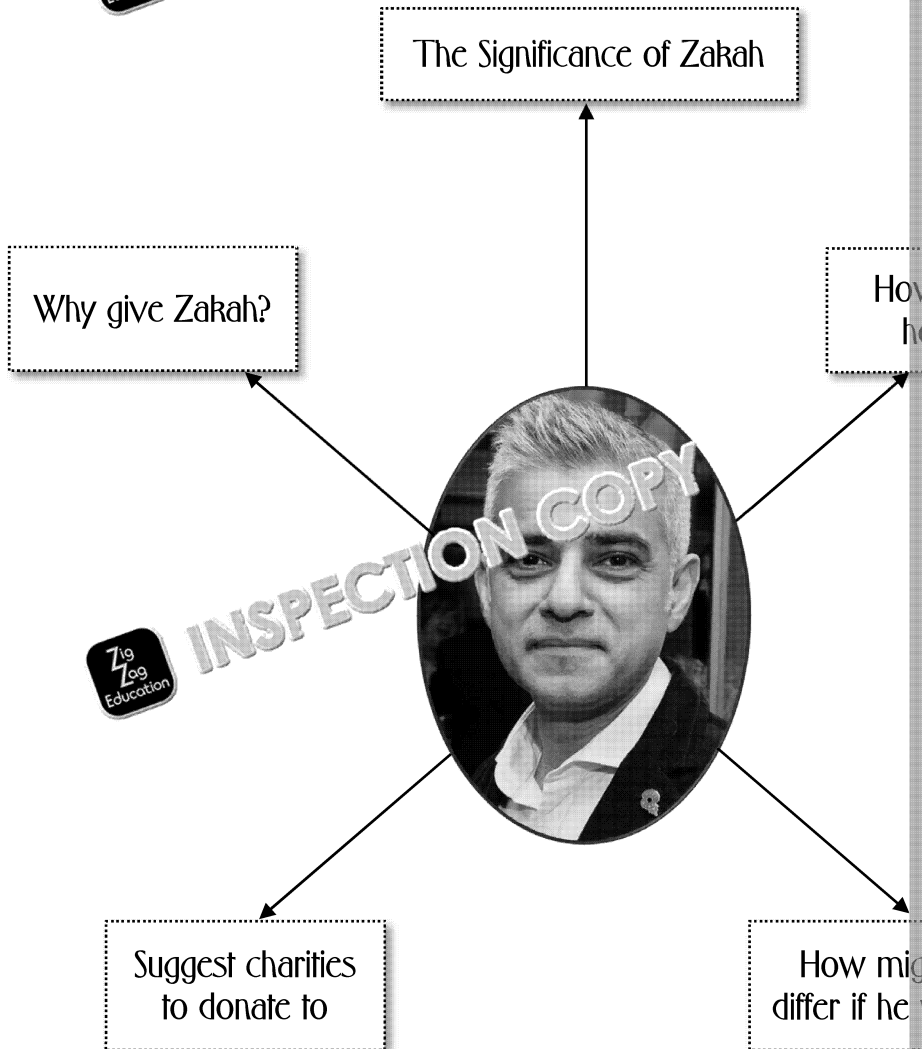
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Activity 18 – Zakah

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



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Activity 19 – Hajj

Split the class into three groups. Assign each of them aspect of, or an event, of the Hajj. Cut out the sections below and distribute to the respective groups; on these cards they can discuss about what the points are.

Entering the Holy State of Ihram



Circling the Ka'aba



Throwing Stones at Mina



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Extension task

On the table below, fill in as many as you can (at least three) of the benefits that someone undertaking hajj might experience.

Benefits	Challenges
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Activity 20 – 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 next to the one you think is correct.

1. Defending Islam when it is under attack.
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 ruler who 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 recent event which has involved the use of force. How does this fit with the definition of Jihad you have learnt?
.....
.....
.....

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Activity 21 – Festivals

Below are some examples of people looking forward to various different Muslim festivals. Details provided next to the images, identify the festival and describe what happens during that festival in the speech bubble.



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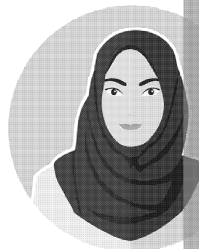
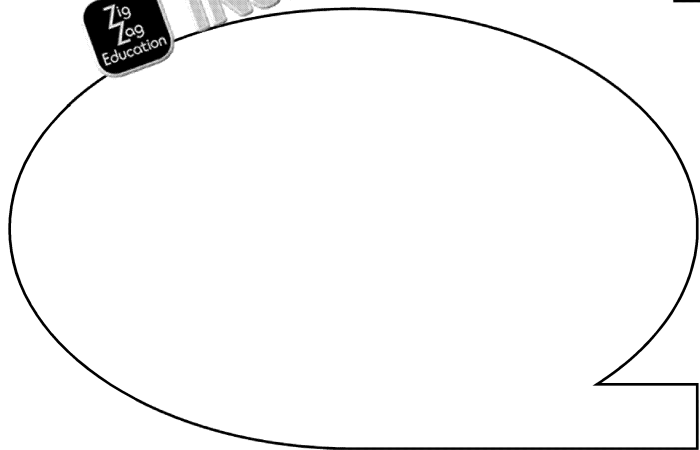
Ali is a Shi'a Muslim. The 10th of Muharram is approaching, which he is about to observe.



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?



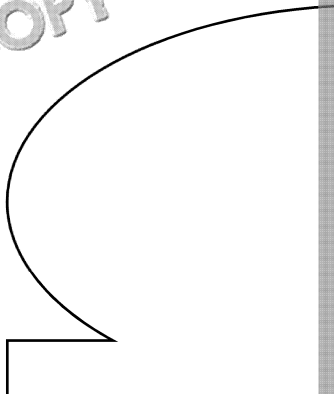
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Adam is a Sunni Muslim who is currently performing Hajj. Which festival will happen during his pilgrimage?



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Answers

Activity 1: Six Beliefs of Islam

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 Tawhid?
5. In Islam, it is a sin to suggest that God is less than one. What is the name of this sin?
6. What is the Kitab al-Iman?
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?

Answers:

1. The six articles of faith in Sunni Islam are: Tawhid, the Authority of Holy Books, 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 revelation.
4. The concept of the Oneness of God.
5. Shirk.
6. The Kitab al-Iman is the 'Book of Faith', a text which contains the articles of faith compiled in the 13th century by Ibn Taymiyyah.
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 Islam (Shi'a Islam)

Roots:

Students could be written any of the following details:

- **Tawhid:** 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. Greater shirk is to verbally say there are more gods than God, lesser shirk is to simultaneously not believing this to be true. Supporting Qur'anic verse could be: 'There is no deity except Him, the Everlasting, the One' (Qur'an 102:1-2).
- **Imamah:** Imamah is a Shi'a belief that Allah sent 12 imams after the death of the Prophet Muhammad. The first imam was Ali, followed by his descendants. The 12th imam is believed to have been hidden by God. The dominant belief is held by the 'Twelvers', indicating the number of imams. They believe that the final imam did not die; however, he has been hidden by God. They believe he will appear at the Day of Judgement with Jesus.
- **'Adl:** the Justice of God; this is the belief that God treats people fairly and kindly. They believe God is just and fair as outlined in the Qur'an and the hadiths. They believe God will act accordingly in his superior knowledge and infallibility.
- **Nubuwwah:** this means 'Prophethood'. It is through the Prophets that Allah communicates with his creation. There are considered to have been multiple Prophets sent by Allah throughout history. The message got altered or confused and Allah revealed his final message (the Qur'an) through the Prophet Muhammad. According to Shi'a, there have been multiple Prophets in the past including Adam, Noah, Abraham, Ishmael, Musa (Moses), Aaron, David, Isa (Jesus) and finally Muhammad.
- **Mi'ad:** the resurrection as it will happen at the Day of Judgement. At the time of death, a person's soul stays in the ground in the state of Barzakh. At the point of resurrection, all the dead will experience a bodily Mi'ad – regardless of whether they were Muslim. All people will then be judged by their deeds in life by Isa (Jesus). Those who did good deeds during their lifetime will go to heaven (Al-Jannah) and those who did bad will go to hell (Al-Jahannam). Both of these are understood to be real, tangible places.

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Venn Diagram:

- Sunni Section: God's will, authority of the Qur'an, angels, Day of Judgement
- Shi'a Section: Imamahs, Mi'ad, justice of God
- Overlap Section: Tawhid, Nubuwwah (belief in Prophets)

Activity 3: Tawhid

The incorrect words are highlighted and the correction is included in brackets at the end of the sentence.

1. The concept of 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** **verses** to remember all the names of Allah. (99 names)
4. **While** Tawhid is important, it is **not** a central facet of the Islamic faith. (redaction)
5. The Arabic word for God ('Allah') has **many plural forms**. (does not have a plural form)

Potential names for God: the Sovereign, the Holy, the Peace-Giver, the Faith-Giver, the Omnipotent, the Overwhelming, the Creator, the Maker, the Designer, the Majestic, the 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

The verses match up to their corresponding nature of God, as shown in the table below.

Surah/Verse	
'But whoever repents after his crime, and reforms, Allah will accept his repentance. Allah is Forgiving and Merciful'	Q 2:193
'The word of your Lord has been completed with truth and justice'	Q 11:107
'He is the First and the Last, the Outer and the Inner and He has knowledge of all things'	Q 57:3
'No vision can grasp Him, nor can anything grasp is over all vision'	Q 25:26
'Whichever way you turn, there is Allah's presence'	Q 2:115
'Allah is kind towards the people, merciful'	Q 2:177
Stand firmly for justice...even if against yourselves, or your parents or your relatives	Q 4:59

Activity 5: Risalah

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

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... **infallible.....**
- It is considered to be the... **Revelation/teaching/word...from God**
- The Qur'an should be kept...**separate....from and...higher...than other books**
- It contains... **114...chapters**
- The verses are called...**Surahs.....**
- It should never touch the...**floor...** so mosques have special stands to prevent this

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Other Book Questions:

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

Activity 7: Malaikah

Angel Bodies:

- **Jibreel/Jibril**: the angel who conveys God's messages to his Prophets.
- **Izra'il**: the angel of death, who takes from humans their last breath when they die.
- **Mikail**: 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.

Fill in the gaps:

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 humans, 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 carry out His commands. The **importance** of angels to Muslims today is found in the belief that they continue to be involved in their every action and thoughts. The angel **Mika'il** offers spiritual support to believers.

Activity 8: Al-Qadr and Predestination

Sunni	
2. God does not live with time as humans do, and is therefore able to know beforehand what 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 with 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 are written down in the book of decrees (book of life).	4. All actions taken by humans are written down in the book of decrees.
6. Because of the Supreme Will of God (al-Qadr), 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.

Discussion question: Listen to the discussions between your pupils. Look for examples of their knowledge about the power of God and potential conflicts between free will and predestination.

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Activity 9: Akhirah

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'el takes the final breath from the dying.
Barzakh	<ul style="list-style-type: none"> Akhirah is the afterlife; Barzakh is the state of waiting one enters after death until the Day of Judgement. Some Muslims believe that after you die, you stay in the grave until the Day of Judgement. It is in the grave that some Muslims believe each human will be asked three questions. Should they answer correctly, some Muslims believe they will go to Paradise.
Day of Judgement	<ul style="list-style-type: none"> Only God knows when the Day of Judgement will come and only He can bring it. It will begin when the angel Israfil blows the trumpet which will cause 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 their right hand, they have done good and will go to heaven. If it is handed to their left hand, they have done bad and will go to hell. The souls are sorted by crossing the Sirat Bridge which spans the Hellfire. Those who are destined for heaven will travel there over the bridge, those who are destined for hell will be thrown into 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 harsher than the world to drink earthly alcohol, heaven is not intoxicating, and something that inhabitants of heaven can enjoy.
Janaham	<ul style="list-style-type: none"> Janaham 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 who are not condemned to suffer for all eternity. For some, once they have been in the fire and have honestly repented, they may be allowed into heaven.

Any references given

- Surah 17: 49-72 which discuss the passage's reference to the Day of Judgement, the book of deeds to the right or left hand, etc.

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Activity 10: Assessment (1)

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

'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 (1), so the form of the Qur'an so that it could not be confused. (1)'

Other details students could include for 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 (Gospel).
- The other Holy Books were given to the following Prophets: Tawrat → Musa (Moses); Zabur → Dawud (David); Injil (Gospel) → Isa (Jesus).
- Tawrat (Torah), Zabur (Psalms) and Injil (Gospel)
- 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 so that it could not be confused. (1)'

Activity 11: Assessment (2)

1. True
2. True
3. False – Muslims believe Jesus was an important Prophet whose Arabic name is Isa.
4. False – Tawhid means the 'Oneness of God'.
5. True
6. True
7. False – Al-Jannah is heaven, while Janaham is hell.
8. True
9. False – a succession of 12 imams after the line of Muhammad lead the Shi'a Muslims.

Activity 13: Ten Obligatory Acts of Shi'a Islam and the Five Pillars of Sunni Islam

Obligatory Acts of Shi'a Islam (with crossover emboldened): **Salah, Sawm, Zakah**, Khums, **hajj**, Munkar, Tawalla, Tabarra

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

Activity 14: Ten Obligatory Acts of Shi'a Islam (2)

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

Activity 15: The Shahadah

1. Rearrange and stick down the words on the scroll to read 'The Lord Our God is One, Muhammad is His Messenger'
- Bonus:** Shi'a Muslims believe that Ali is the friend of God'.
2. The Shahadah is the central pillar of Islam; it is the pillar which supports the rest of the faith.
3. The Shahadah is very important to Islam. It is the declaration of faith in God and His Messenger. It unifies the ummah.
4. The Shahadah is said throughout the life cycle many times; however, it is specifically said at birth, as well as ideally being the final words that a believer will say.

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Activity 16: Salah

Diagram:

Fajir – Before the sun comes up

Zuhr – Noon

Asr – Afternoon

Maghrib – After the sun goes down

Isha – At night-time.

Questions: listen in to their discussions. Answers you should be looking for include:

1. Students should demonstrate an awareness that for a modern Muslim may experience difficulties with Salah including working hours and not accommodating this need. Changing the time of prayer, as the sun will come up very early in the summer, meaning they must rise very early. Further issues with the working hours perhaps not accommodating Jumma prayers in a mosque, there might be an issue with not having access to running water (ritual washing before prayer). Notably, there are provisions for this instance in that it is a practice that is symbolic of spiritual cleanliness rather than necessarily physical. In this instance, they may perform dry ablutions with a substance such as sand or water. This might be an issue for modern Muslims; however, many have water with them on a commute so that they have a clean place to pray with them. It is also the direction of Makkah in which to pray, should they not have prepared to know the direction.
2. Students should demonstrate a knowledge that du'a prayers are personal prayers for a believer to God. These are less structured and not prescribed in the same way as the five daily prayers and a believer will use this opportunity to pray about things which are particular to those they love.
3. Students should think about how Rak'at may help a Muslim to focus on God. The physical act of prostration will remind them how he is greater than they are. The physical act of prayer as decidedly different from day-to-day activities, reminding them of the will of God throughout the day. It is symbolic of their submission to the will of God. Furthermore, regardless of where they are, it is symbolic of the wider ummah (community) performing the same movements in prayer at the same time.
4. Two examples of the differences between Sunni and Shi'a are: Shi'a Muslims combine the morning prayers and the afternoon and evening prayers. It is a single prayer. A Muslim touches their heads to a block of clay or wood rather than the floor. Sunni pray facing Mecca.

Activity 17: 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 during the day
- Should Ramadan fall during the summer months, fasting without water for a long period of time is particularly challenging.
- Social situations may prove confusing for a non-Muslim.

Group Three: Exemptions

- The Elderly – Fasting may be detrimental to the health of an elderly person who is unable to fast for a long period of time; therefore, they are exempt as Allah is merciful.
- The Infirm – existing health conditions mean that observing Sawm may be detrimental to their health. Consider the nature of Allah as believed to be merciful and apply this here – Muslim fasting. Sawm is intended to be challenging, humbling and a struggle, but not detrimental to health.

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- Menstruating women – this is due to a Hadith; women on their period are excused from fasting. It should be noted that they are expected to make up for the time they missed fast or via donation to charity.

Group Four: Qur'an

- Focusing on the Qur'an during Sawm is a good way to remind Muslims why Allah is merciful and his mercy towards them (working concurrently with the empathy for those less fortunate)
- Reminder of God's greatness during the time of fasting, and how the fasting is a way to draw closer to Allah
- During Ramadan also is the Night of Power (Laylat al-Qadr), the day Muslim believe that revelation from God to Muhammad came. Therefore, the reading of the Qur'an around this time is highly encouraged.

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)

Why give Zakah?

- It is one of the Five Pillars of Islam, and, therefore, central to the practice of Islam
- 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?

- Zakah is given at a fixed rate of 2.5%.
- This is applied to the wealth of a Muslim, rather than their income.
- The 2.5% applies to weighted valuable items, such as gold or silver.

Does it make a difference if he is Sunni/Shi'a?

- Yes!
- In addition to Zakat, Shi'a have a further form of giving called Khums.
- This is known as Khums, and is often referred to as a religious tax.
- They should give 25% of their income to charity.
- This comes from Qur'an 8:1 which states, 'Know that whatever of a thing you conquer from the enemy, the tenth part thereof is for Allah, the tenth part for the Messenger, the tenth part for the **near relative**, and the tenth part for the **orphans** and the **needy**.'
- As stated in the verse, the five emboldened groups receive a portion of Khums.
- In lieu of giving their portion to Muhammad and his near relative, this money is given to a religious scholar. This may support a religious scholar with no source of income to conduct the Will of God (Sharia). The portion for Allah is given to imams to be spent for the benefit of the community.

Suggest some 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!)

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Activity 19: 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 wear a beard. No perfume or nail polish can be worn. There should be no sexual contact or intercourse.
Circling the Ka'aba	<p>This is the rite that begins the hajj, in Makkah. It involves Muslims walking around the Ka'aba (a large, black cube) in a ritual. They will walk in an anti-clockwise direction around the Ka'aba for prayer for pilgrims of the hajj which professes their service to God and blessing him.</p> <ul style="list-style-type: none"> 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. 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 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 rejection and commitment to turn away from what is wrong.

Extension Task:

Benefits might include: Closeness with God, forgiveness of sins, unity within the ummah, hajj and fulfilling this pillar, a reminder of God's blessings, a reminder of humility (remembering God through the Ihram).

Challenges might include: Financial challenges, physical challenges of walking, the heat, the crowds of Muslims undertaking the hajj could be overwhelming.

Activity 20: Jihad

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

Extension:

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

- 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, having learnt, it is a term which means struggle and commonly includes personal struggle against wrongdoing rather than acts of violence.
- It does not fit; Islamic thought emphasises the spiritual Jihad (trying to better oneself) and the physical Jihad (fighting for God). Furthermore, there are parameters for when military action is allowed and acts of terrorism do not fit these.
- A student may give an example of a number of examples of acts of terrorism committed in recent times. They should demonstrate an ability to unpack what the event in itself has to do with the teachings surrounding Jihad.

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Activity 21: 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 AD 680 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 start eating during the hours of daylight. The fast is over, but Allah has given them the strength to get through it with wisdom and endurance. It can last from one to three days. Many Muslims pray and listen to a sermon by the imam, who will usually address the topic of the fast. 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 will bury loved ones who have passed on are buried, where they will pray for the many sweet things during this time.
3. This is the festival of Id ul-Ghadeer. Students should demonstrate knowledge of this festival during which they celebrate the mandate given by Muhammad to Ali ibn Abi Talib as the leader of the early Islamic community. Common practices include wearing one's best clothes and perfumes, fasting, ritual bathing (known as ghusl) – other practices are also accepted.
4. This is the festival of Id ul-Adha. Students should demonstrate knowledge that this is celebrated by both Sunnis and Shi'as. The story it commemorates can be found in Qur'an 37 and remembers the willingness of the Prophet Ibrahim to sacrifice his son to God, and God's willingness to spare 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.

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