

For exams January, May and November onwards
For teaching from September 2021 onwards

SPECIFICATION 



Learning
Resource Network



INTERNATIONAL AS AND A-LEVEL ISLAMIC STUDIES (2165)



THE QUEEN'S AWARDS
FOR ENTERPRISE:
INTERNATIONAL TRADE
2020

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BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

ACCOLADES

Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



INTRODUCTION

This specification provides an overview to the LRN International AS & A Level Islamic Studies¹. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other educational based staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

OBJECTIVE

The LRN International AS & A Level Islamic Studies is designed to enable international candidates to demonstrate their ability across a broad range of Islamic fundamentals, law, legacy and modern day Islam.

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

PROGRESSION

The LRN International AS & A Level Islamic Studies has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 3 qualification in Islamic Studies;
2. LRN Level 3 Diploma in Pre-U Foundation Studies;
3. A higher level of any qualification – e.g.; HNC/HND or Degree'
4. Vocationally Related Qualifications

¹ LRN International AS/A Level are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

QUALIFICATION OVERVIEW

Number	Subject Content	LRN International AS Level	LRN International A Level	AO	Exam
1	Islamic Fundamentals	✓	✓	1 and 2	Combination of written exam papers (externally set and marked).
2	Islamic Law	✓	✓	1 and 2	
3	Legacy of Islam	-	✓	1 and 2	AS Level Paper 1: Structured questions.
4	Modern Day Islam	-	✓	1 and 2	Duration: 1 hour 20 minutes Weighting: 50% Paper 2: Structured questions. Duration: 1 hour 20 minutes Weighting: 50% A Level Paper 1: Structured questions. Duration: 1 hour 20 minutes Weighting: 25% Paper 2: Structured questions. Duration: 1 hour 20 minutes Weighting: 25% Paper 3: Structured questions. Duration: 1 hour 30 minutes Weighting: 25%

					<p>Paper 4:</p> <p>Extended response.</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 25%</p>
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BREAKDOWN OF ASSESSMENT OBJECTIVES

AO 1 – demonstrate knowledge and understanding of Islam and belief including:

- religious, philosophical and/or ethical thought and teaching
- influence of beliefs, teachings and practices on individuals, communities and societies
- cause and significance of similarities and differences in belief, teaching and practice
- approaches to the study of Islam and belief

AO 2 – analyse and evaluate aspects of, and approaches to, Islam and belief, including their significance, influence and study.

ASSESSMENT

The assessment for this qualification consists of written exam papers, set and marked by the LRN.

Assessment objectives (AOs)	Weighting			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1	50%	50%	40%	40%
AO2	50%	50%	60%	60%

GUIDED LEARNING HOURS (GLH)

The LRN International AS Level guided learning hours (GLH) are 180 and 360 guided learning hours for LRN International A Level. Please note the hours stated are indicative.

ENTRIES CODES

One entry per qualification is sufficient and will cover all the question papers including certification.

PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

GRADING

The LRN International A Level will be graded on a six-point scale: A*, A, B, C, D and E and LRN International AS Level will be graded on a five-point scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

RE-TAKES

Whereas candidates can re-take each paper as often as they wish, within the shelf-life of the specification.

CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

1		Islamic Fundamentals	
Aim			
This subject content aims to provide students an overview of the major pillars of Islamic belief. Learners will study and interpret significant Quranic and Hadith text. This subject content will highlight the major events of life of the Holy Prophet (P.B.U.H) and his role in the growth of Islam.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the fundamental Islamic objectives.	1.1	Evaluate the concept of “tawhid”.
		1.2	Analyse the significance of Risalah in Islam.
		1.3	Explain the role of messengers in spreading Islamic beliefs.
		1.4	Explore the basic duties performed by angels in Islamic beliefs.
		1.5	Analyse the purpose of “wahy” in Islam.
		1.6	Discuss the importance of Islamic view of the afterlife.
		1.7	Explain the role of the day of Judgment in Islam.
		1.8	Compare the significance of life on earth with life after death, according to Islamic beliefs.
		1.9	Assess the main five pillars of Islam.
		1.10	Judge the importance of strengthening Islamic beliefs through practical implementation.
		1.11	Interpret the following text from the Holy Quran: (i) Surah Ali’ Imran- 144, (ii) Surah An Nisa- 11 and 12, (iii) Surah Al Ma’idah- 89 and 90, (iv) Surah Yunus- 99 and 100, (v) Surah Ar Ra’d- 3 and 4, (vi) Surah Al Isra- 31 to 35, (vii) Surah Al Furqan- 68 to 70, (viii) Surah Luqman- 14 to 19.
1.1	Interpret the following text from the Riyad as-Salihin, The Book of Miscellany: (i)		

		2	Hadith 1-3, (ii) Hadith 18-20, (iii) Hadith 25- 27, (iv) Hadith 53- 55, (v) Hadith 70-75, (vi) Hadith 83- 86, (vii) Hadith 197- 200, (viii) Hadith 307- 310, (ix) Hadith 314-316.
2	Understand the role of purification in Islamic beliefs.	2.1	Evaluate the purpose of purification rituals related to birth and death.
		2.2	Judge the importance of spiritual and practical purification in daily life.
		2.3	Explain the role of five Islamic pillars in purification of a believer.
		2.4	Explain the spiritual impact of “shahadah”.
		2.5	Assess the concept of saying “niyyah”.
		2.6	Explore the importance of “zakat” in Islam
3	Understand the nature of Islamic acts of devotion.	3.1	Explore the key purposes of the daily five prayers and occasional prayers.
		3.2	Explore the interrelations between acts of devotion and developing “taqwa”.
		3.3	Judge the impact of “ibadah” in strengthening one’s beliefs.
		3.4	Assess the importance of Islamic family system in establishing brotherhood.
		3.5	Explain the concept of “nikah” as an act of commitment.
		3.6	Compare major acts of devotions practiced by Muslim sects.
		3.7	Discuss the significance of charity in Islamic society.
		3.8	Analyse the unification of Muslims through “Hajj”.
		3.9	Assess the importance of inclusion and diversity in Muslim communities through acts of devotions.
		3.10	Explore the relationship between beliefs and actions according to Islamic ideology.

4	Understand the role of the Holy Prophet (P.B.U.H) in Islam.	4.1	Explore the early life and origins of the Holy prophet (P.B.U.H).
		4.2	Analyse the events following the first proclamation of the Holy Prophet (P.B.U.H).
		4.3	Discuss the Meccan reactions to the Holy Prophet's (P.B.U.H) teachings.
		4.4	Explore the various leadership roles fulfilled by the Holy Prophet (P.B.U.H).
		4.5	Assess the causes and impact of "Hijrah".
		4.6	Explain the Holy Prophet's (P.B.U.H) life as a practical example for humanity.

2		Islamic Law	
Aim			
This subject content introduces learners to basic concepts of Islamic Law, also known as “shariah”. The subject content aims to highlight the purpose of implementation of shariah law to various important aspects of life. Learners will explore differing opinions while interpreting fiqh. The topic will also involve evaluation of the sources of such laws and the religious figures involved in application.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the major purpose of Fiqh.	1.1	Analyse opinions on purification for the five daily prayers by different schools of Islamic jurisprudence.
		1.2	Assess the contrast in opinions regarding (i) conditions, (ii) combination and (iii) timing of prayers by different schools of Islamic jurisprudence.
		1.3	Explore the opinions and regulations set by different schools of Islamic jurisprudence on marriage.
		1.4	Explain the rules and regulations set by different schools of Islamic jurisprudence on divorce.
		1.5	Analyse the observations on inheritance, specifically by female family members, regarding different schools of Islamic jurisprudence.
		1.6	Explore the fundamental rules and regulations observed by different schools of Islamic jurisprudence regarding business management and trading.
		1.7	Explain the basic concepts related to “riba”.
2	Understand the characteristics of Shariah Law	2.1	Evaluate the primary sources of shariah such as: (i) Quran, (ii) Hadith.
		2.2	Explain the issue of strong and weak hadith.
		2.3	Critically analyse the origins and utilisation of secondary sources of Islamic law.

		2.4	Explore the role of “Ahlul-bayt” and the companions of the Holy Prophet (PBUH) as a source of Islamic Law.
		2.5	Compare major beliefs from the following schools of Islamic Jurisprudence: (i) the four Sunni Imams and (ii) the Twelver Shi'i Imams.
3	Understand the origins of diversity in Islamic school of thought.	3.1	Explain the concept of “Tawhid” with respect to major schools of Islamic Jurisprudence.
		3.2	Differentiate between the religious significance of Imam Ali with respect to Shi'a and Sunni school of thought.
		3.3	Compare the statements of faith and the fulfilment of five basic Islamic pillars with respect to Shi'a and Sunni school of thought.
		3.4	Examine the differing opinions from both schools of thoughts regarding the date of birth of the Holy Prophet (PBUH).
		3.5	Analyse the interpretation of Sufism by Shi'a and Sunni school of thought.
		3.6	Assess the modern Salafi and reformist approach of Islamic law.
		3.7	Discuss the significance of the role of family of the Holy Prophet (PBUH), during his life and after his demise with respect to the Shi'i school of thought.
		3.8	Interpret the contrasting opinions on the party of divine unity.
		3.9	Discuss the role of the twelfth Imam for Shi'a Muslims.
		3.10	Analyse the belief of manifestation of Sufism in the afterlife.

		3.1 1	Explain the means of justice interpreted in afterlife, according to different school of thoughts.
		3.1 2	Interpret the concept of divine plan and free will for humanity.
4	Understand the role of significant religious leaders in implementation of Islamic law.	4.1	Explain the characteristics of the Sunni Caliphs.
		4.2	Analyse the significance of twelve Shi'a Imams and the importance to interpret without errors.
		4.3	Discuss major hierarchy of leaderships in Sufism and their purpose.
		4.4	Assess the concept and origins of "ijtihad".

3	Legacy of Islam		
<p>Aim</p> <p>This subject content focuses on the key leaders and events upholding the legacy of Islam. Learners will learn about the contributions of Abbasids and Umayyads caliphs. The unit also highlights the role of architectural and philosophical growth in Islamic culture.</p>			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the origins of Umayyad caliphs.	1.1	Critically analyse the rulership periods of Umayyad caliphs.
		1.2	Examine the educational, business and religious policies implemented by Umayyad caliphs.
		1.3	Assess transformation between Pre-Islamic periods and Umayyad rulership.
		1.4	Judge the role of architecture in Umayyad rulership.
		1.5	Summarise the heritage of interfaith relations in Spain.
2	Understand the origins of Abbasid caliphs.	2.1	Critically analyse the rulership periods of Abbasid caliphs.
		2.2	Examine the educational, business and religious policies implemented by Abbasid caliphs.
		2.3	Assess the Abbasid reaction to the translation movement.
		2.4	Judge the role of Abbasid caliphs in development and preservation of scientific approach.
		2.5	Summarise the major scientific achievements of Golden age of Islam.
3	Understand the philosophical model of islamic heritage.	3.1	Critically analyse the concept of "falsafah".
		3.2	Compare Islamic literature to Pre-Islamic philosophy.
		3.3	Interpret the following significant writings: (i) History of religions, (ii) Hay Ibn

			Yaqzan, (iii) Incoherence of Philosophers, (iv) The Muqaddimah.
		3.4	Compare mystical and philosophical approaches to the world and afterlife.
		3.5	Explain the concept of “da’wah”.
4	Understand the role of architecture in Islamic expression.	4.1	Judge the role of architecture and design in the expression of major Islamic beliefs such as (i) Tawhid and (ii) Shahadah.
		4.2	Examine the depiction of 99 names of Allah through artistry.
		4.3	Analyse the significance of following monuments: (i) The Great Mosque of Djenne, (ii) The Great Ming Mosque, (iii) Timurid bibi Khanum Mosque, (iv) Safaid Shah Mosque, (v) Mughal Jama Mosque, (vi) Sultan Ahmed Mosque, (vii) Badshahi Mosque.

4		Modern Day Islam	
Aim			
This subject content will introduce students to a modern perspective of Islamic beliefs. The subject content aims to explain the role of women in modern day society and the treatment of minorities within Muslim communities. Learners will explore the patterns of modern Muslim leadership and its influence on the world.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the nature of modern Muslim leadership.	1.1	Analyse the global position of Muslim leadership from Muslim majority countries and communities.
		1.2	Judge the conditions of Muslim minorities throughout the world.
		1.3	Explore the treatment of minorities by Muslim communities within Muslim majority countries.
		1.4	Explain the modernised criteria for an ideal Muslim leader.
		1.5	Explore the rights and responsibilities of Muslim communities to their government and vice versa.
		1.6	Compare the modern day Muslim governance to the Islamic society of Medina at the time of the Holy Prophet (P.B.U.H).
		1.7	Examine the influence of Islam by comparing pre and post Islamic leadership eras.
		1.8	Assess the presence and acceptance of democracy within Muslim societies.
		1.9	Examine the impact of any two influential leaders following Islamic beliefs.
2	Understand the role of Muslim women in society.	2.1	Critically analyse the social position of Muslim women within modern day society.
		2.2	Explore the general treatment of women within Muslim communities.
		2.3	Assess modern day opinions regarding women's role in Islamic cultures.

		2.4	Discuss Women's rights in married and family life.
		2.5	Analyse the interconnection and contrast between religious and cultural treatment of women.
		2.6	Examine the extent of women's present social position with respect to Islamic teachings.
		2.7	Compare women's rights and obligations in pre and post Islamic eras.
		2.8	Explore female Muslim role models such as: (i) Lady Khadija, (ii) Lady Fatima and (iii) wives of the Holy Prophet (PBUH).
		2.9	Critically analyse the impact of any two influential Muslim women.
3	Understand the importance of community within Islam.	3.1	Discuss the rights of minorities according to Shariah.
		3.2	Assess the concept of freedom of speech in Islamic societies.
		3.3	Evaluate the modern day treatment of minorities within Muslim communities.
		3.4	Compare minorities' rights and obligations in pre and post Islamic eras.
		3.5	Evaluate the historic change of policies implemented by Muslim leaders within Muslim societies, for non-Muslim minorities.