Learning Resource Network

SPECIFICATION

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

LRN INTERNATIONAL GCSE
ISLAMIYAT (2141)

THE QUEEN'S AWARDS
FOR ENTERPRISE:
INTERNATIONAL TRADE
2020

Contents

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 GCSE Islamiyat[1]. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

OBJECTIVE

The LRN International GCSE Islamiyat is designed to enable international candidates to demonstrate their ability in terms of a background to the Origins of Islam and Islamic Social System.

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 GCSE Islamiyat 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 2 qualification in Islamiyat;
2. LRN Level 2 Certificate or Diploma in Pre-A Foundation Studies;
3. LRN Level 3 Diploma in Pre-U Foundation Studies;
4. A higher level of any qualification – e.g. A-Level, Diploma
5. Vocationally Related Qualifications

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[1] LRN International GCSEs 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	AO	Exam
1	The Origins of Islam	1 and 2	Combination of written exam papers (externally set and marked)
2	Islamic Social System	1 and 2	**Paper 1:** Structured Questions Duration: 1 hour 30 minutes Weighting: 50% **Paper 2:** Structured Questions Duration: 1 hour 30 minutes Weighting: 50%

BREAKDOWN OF ASSESSMENT OBJECTIVES

AO 1 – demonstrate knowledge and understanding of Islam and belief, including:
• beliefs, practices and sources of authority
• influence on individuals, communities and societies

AO 2 – analyse and evaluate aspects of religion and belief, including their significance and influence.

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
AO1	50%	50%
AO2	50%	50%

GUIDED LEARNING HOURS

The guided learning hours (GLH) for this qualification are 130. 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

Results are reported, as 9 to 1.

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 the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification.

Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

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	The Origins of Islam

Aim

This subject content aims to provide students an overview of the history of Islam as a religion and belief altogether. Learners will study and interpret significant Quranic and Hadith text, with respect to the themes of "tawhid". This subject content will highlight the important events of life of the Holy Prophet (P.B.U.H) and his role as a messenger of Islam.

	Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1	Understand the major events of the life of Holy Prophet P.B.U.H.	1.1	Describe the main events happening throughout the life of the Holy prophet P.B.U.H, from his birth till the call to his Prophet hood.
		1.2	Explain the character of the Holy Prophet P.B.U.H from the perspective of his companions and his opponents.
		1.3	Outline the experience of Holy Prophet P.B.U.H in Makkah.
		1.4	Explain the causes and consequences of the Holy Prophet's P.B.U.H migration to Medina.
		1.5	Discuss the establishment of brotherhood between migrants and the "ansar".
		1.6	Explain the role of the Holy Prophet P.B.U.H as a leader.
		1.7	Summarise the nature of Holy Prophet's P.B.U.H relationship with the following: (i) children, (ii) women, (iii) animals and (iv) supernatural creatures of Islamic belief.
		1.8	Explain the role of the Holy prophet P.B.U.H as a diplomat.
		1.8	Describe the status and significance of the Holy Prophet P.B.U.H as the last prophet of Islam.
2	Understand the history of the Holy Quran.	2.1	Explain the events associated with the revelation of the Quran to the Holy Prophet P.B.U.H from 609 CE to 632 CE.

		2.2	Outline the process of compilation of Holy Quran.
		2.3	Explain the theme of "Tawhid" in the Holy Quran.
		2.4	Explain the role of the Holy Quran in resolution of legal matters and critical thinking.
		2.5	Discuss the interrelationship of the Quran with Hadith texts.
		2.6	Summarise the Islamic concepts of "qiyas" and "ijma'".
		2.7	Explain the following text from the Holy Quran: (i) Surah 2: 254- 255, (ii) Surah 6:101- 103, (iii) Surah 41: 37- 40, (iv) Surah 42: 3-5, (v) Surah 1, (vi) Surah 112, (vii) Surah 2: 20- 22, (viii) Surah 96: 1-5, (ix) Surah 114, (x) Surah 99, (xi) Surah 2: 30-37, (xii) Surah 6: 74- 79, (xiii) Surah 5: 100-110, (xiv) Surah 108, (xv) Surah 93.
3	Understand the significance of pillars of Islam.	3.1	Explain the oneness of God in Islam and his similar attributes.
		3.2	Outline the significance of Holy books in Islam.
		3.3	Discuss the role of angels in Islam.
		3.4	Differentiate between prophets and messengers.
		3.5	Explain the concept of "Al-Qadr".
		3.6	Summarise the main events and significance of the day of Judgment.
		3.7	Outline the basic types of Jihad.
		3.8	Explain the significance of "Shahadah".
		3.9	Explain the significance of basic types of prayers in Islam.
		3.10	Discuss the concept of "zakat" in Islam.

		3.11	Outline the basic objectives of fasting.
		3.12	Describe the purpose of the main events of "Hajj".

2	Islamic Social System

Aim

This subject content introduces learners to basic concepts of Islamic Social system according to the teachings of the Holy prophet P.B.U.H, his wives, companions and successors. The topic aims to highlight the purpose of implementation of Islamic teachings to different aspects of life. The subject content will also involve the introduction of Hadith and its origins.

	Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1	Understand the formation of the first Islamic community.	1.1	Explain the role of the wives of the Holy Prophet P.B.U.H in Islamic belief.
		1.2	Outline the role of "Ahlul-bayt" in spreading Islam.
		1.3	Explain the impact of the major companions of the Holy Prophet PBUH.
		1.4	Summarise the nature of the Holy Prophet's PBUH relationship with the following: (i) his wives, (ii) companions and (iii) his descendants.
2	Understand the origins of Hadith.	2.1	Explain the earliest sources of Hadith.
		2.2	Explain the process of compilation of hadith.
		2.3	Outline the main compilers and the nature of their activities.
		2.4	Differentiate between "musnad" and "musannaf" collections.
		2.5	Explain the methods used for verification of authenticity of a hadith, with respect to "matn" and "isnad".
		2.6	Compare the main hadith collections of Sunni and Shi'a text.
		2.7	Explain the role of the Hadith in resolution of legal matters and critical thinking,

			specifically with respect to "ijma" and "qiyas".
		2.8	Explain the following Hadith text: (i) Hadith 7, 40 Hadith an-Nawawi, (ii) Sahih Al-Bukhari Vol. 1, Book 2, hadith 13, (iii) Hadith 15, 40 Hadith an-Nawawi, (iv) Hadith 22, 40 Hadith an-Nawawi, (v) Hadith 26, 40 Hadith an-Nawawi, (vi) Hadith 34, 40 Hadith an-Nawawi, (vii) Sahih Al- Bukhari Vol. 4, Book 52, hadith 45, (viii) Sunan Ibn Majah, Book 24, hadith 52, (ix) Mishkat Al-Masabih, Book 11, hadith 1, (x) Jami' at- tirmidhi, Vol. 4, Book 1, hadith 1969, (xi) Jami' at- tirmidhi, Vol. 4, Book 1, hadith 1918, (xii) Sahih Al- Bukhari Vol. 5, Book 59, Hadith 630, (xiii) Mishkat Al- Masabih, Book 8, Hadith 79, (xiv) Mishkat Al- Masabih, Book 11, Hadith 32, (xv) Al- Adab Al- Mufrad, Book 20, Hadith 375, (xvi) Sahih Muslim, Book 32, Hadith 6261, (xvii) Riyad As- Salihin, Book 1, Hadith 2, (xviii) Sunan Abi- Dawud, Book 33, Hadith 4080, (xix) 40 Hadith Shahwaliullah, hadith 8, (xx) Sahih Muslim, Book 32, hadith 6221.
3	Understand the significance of rightly guided caliphs in Islam.	3.1	Summarise major events from the rulership of the four caliphs.
		3.2	Explain the leadership and diplomatic ideologies of the four caliphs
		3.3	Outline the basic model of rulership Utilised by the four caliphs to maintain and expand the state.
		3.4	Outline the main challenges and achievements encountered by the four caliphs.
		3.5	Explain their rulership periods as a source of inspiration for modern day government.