

SECTION 3



**STUDIES OF RELIGION**

**STAGE 4–6  
GENERAL RELIGION EDUCATION**

**STAGE 6  
STUDIES OF RELIGION SYLLABUS  
NSW BOARD OF STUDIES**

# LINKS TO STAGE 4–6 RELIGIOUS EDUCATION SYLLABI

**The following resources are provided to meet the outcomes of two distinct areas of Religious Education:**

- Outcomes of the NSW Board of Studies Stage 6 Studies of Religion Syllabus
- Outcomes of general Religious Education syllabi that have been developed by school systems and individual school communities. These may be courses that hold NSW Board of Studies endorsement.

**The timeliness of *The Arts of Islam* exhibition for students:**

The rationale for the NSW Board of Studies Stage 6 Studies of Religion Syllabus states:

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture... An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life.

Source: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

The Syllabus also acknowledges that young Australians are growing up in a multicultural and as a result multifaith society. In presenting *The Arts of Islam: Treasures from the Nasser D Khalili Collection* 22 June – 23 September 2007 exhibition the Art Gallery of New South Wales provides school communities with a unique opportunity to expose students to the richness of the history and traditions of Islam. The majority of students will have little knowledge of Islam outside of what the media presents. Unfortunately, this is often a sensationalised and distorted image of the beliefs of Islam which ignores all that this religious tradition and culture has given to the global community.

**An excursion to the exhibition provides an opportunity to:**

- expose students to the world's second largest religious tradition and its culture that until recent years has had limited expression in Australia
- challenge media-driven stereotypes by presenting the artistic, scientific and philosophical contribution of Islam to the global community
- encourage investigation and dialogue that will contribute to the harmonious development of Australian society

**General background for students:**

The following material provides connections between some aspects of Islam and their representation in the exhibition. Where appropriate quotations from the Qur'an are provided as its teachings provide the foundation for every aspect of Muslim belief and practice. Discussion of the quotations from the Qur'an will provide an opportunity for students to engage with the essential teachings of Islam and so move towards a fuller appreciation of its heritage and message in the contemporary world.

Activities are provided for Stages 4 – 6 general Religious Education syllabi. In addition there are activities relating specifically to the NSW Board of Studies Stage 6 Studies of Religion Syllabus. These activities should be interchanged as necessary to provide the most meaningful experience for individual students/class groups.

It is suggested that an opportunity for self reflection be built into activities carried out in relation to The Arts of Islam exhibition. For example:

- Through visiting the exhibition I discovered...
- Before viewing the exhibition I did not realise...
- As a result of attending the exhibition I will...
- As a result of attending the exhibition I would like to further investigate...

**Aspect of Islam:**  
**Qur'an:**  
 Meaning to 'read' or 'recite'



**ROOM 3**

Two single folios from a Qur'an  
*surah al-Baqarah* (II, 'The cow'), verses 120–27, and  
*surah Al-'Imran* (III, 'The family of 'Imran'), verses 55–64  
 North Africa or Spain, 10th century AD  
 gold on vellum stained royal blue, Kufic script, 15 lines to the page  
 28.3 x 37.7 cm; text block 18.9 x 29.3 cm  
 (cat no 3)

**Background Information**

The most sacred text of Islam is the final revelation of Allah to Prophet Muhammad. It is believed to be the literal word of God. The Qur'an guides every aspect of Muslim life from prayer to a person's responsibilities in the family and society. While the Qur'an has been translated into many languages, only the Arabic version can be used in prayer. Although an estimated 90% of Muslims do not speak Arabic as their first language, they are all united by this language in their personal and communal worship. The Qur'an is divided into 114 surahs (chapters).

"Say: 'If all mankind and the *jinn* would come together to produce the life of this Qur'an, they could not produce its like even though they exerted all their strength in aiding one another.'" *surah 17:88*

**SUGGESTED ACTIVITIES**

STAGES 4–6 GENERAL RELIGIOUS EDUCATION

**Pre visit activity**

Students investigate the significance of the Qur'an within Islam. This could be a pair or group task examining areas such as:

- How did Muhammad receive the revelation of Allah?
- Where and when did this revelation take place?
- How was the Qur'an recorded?
- What is the official language of the Qur'an and why is this the case?
- Why are there no images allowed in the Qur'an?

**Post visit activity**

Students could do a presentation in a style of their choice to represent their response to the Qur'ans they viewed and their understanding of the place of the Qur'an in the personal and communal lives of Muslims.

**SUGGESTED ACTIVITIES**

STAGE 6: STUDIES OF RELIGION

**Reflecting the 'students learn to' component of the Syllabus**

- Identify the importance of the Qur'an
- Examine extracts from the Qur'an that demonstrate the principal beliefs of Islam

(Syllabus: Preliminary Course)

*NB An understanding of and application of the Qur'an to all aspects of the Studies of Religion Syllabus is critical for students to successfully complete the study of Islam. The exhibition provides a unique opportunity for students to gain insight into the significance of the Qur'an for Muslim adherents.*



**ROOM 2**

First half of *Masabih al-Sunnah*, a compendium of prophetic traditions by the Shafi'i lawyer Abu Muhammad al-Husayn ibn Mas'ud al-Farra' al-Baghawi (d 516 AH/1122 AD)

Iraq or Iran, 1100–50 AD  
ink, gold and opaque watercolour on paper, 254 folios, naskh script, 15 lines to the page, 22 x 15.8 cm (cat no 51)

**Background Information**

Prior to the invention of printing the Qur'an was meticulously copied by hand. Preserving the sacredness of the text was essential to the copyists. Mistakes would make the text invalid. The portrayal of God or sacred persons in image was forbidden as it was viewed as idolatry. As a result calligraphers ensured that the script itself honoured God through its accuracy and beauty. The pages of the Qur'an would often be decorated with arabesques (geometric patterns) and use gold leaf and coloured inks to further signify the reverence for God's word.

**SUGGESTED ACTIVITIES**

**STAGE 6: STUDIES OF RELIGION**

- Choose a passage from a sacred text (or other writing) that has relevance for your student cohort.
- Use calligraphy to present the text in the same style as one of the extracts from the Qur'an in the exhibition. Include arabesques and colours to highlight your message.
- After completing the exercise spend time discussing the insights gained into how the dedication to the task of writing the Qur'an is a reflection of the faith of Muslim adherents.



**ROOM 6**

**Mosque lamp**

Syria or Egypt, 15th century AD  
glass, enamelled and gilt  
33 x 25 cm (diameter)  
(cat no 186)

**Background Information**

Verses from the Qur'an were often applied to everyday items. This highlights Muslim belief that there is no separation between the religious and everyday aspects of life. The full verse from the Qur'an that is only in part on the lamp reads:

'Allah is the light of the heavens and the earth. The parable of his light as if it were a Niche and within it a lamp: the Lamp enclosed in Glass: the glass as it were a brilliant star: lit from a blessed Tree, an Olive neither of the East nor of the West whose oil is well-nigh luminous though fire scarce touched it: Light upon Light! Allah doth guide whom He will to His light. Allah sets forth Parables for men: and Allah doth know all things.'  
*surah 24:35*

**SUGGESTED ACTIVITIES**

**STAGES 4–6 GENERAL RELIGIOUS EDUCATION**

Develop your own illustration of the 'The Light' verse from the Qur'an

Explain how this verse from the Qur'an expresses the essential faith of Islam.

**SUGGESTED ACTIVITIES**

**STAGE 6: STUDIES OF RELIGION**

**Reflecting the 'students learn to' component of the Syllabus**

- Significant People and Ideas – Sufism

(HSC component of Syllabus)

- 'The Light' verse is often referred to by those who follow a mystical expression of Islam, such as the Sufis. While this is a minority of adherents it is nevertheless a significant interpretation of the beliefs of Islam.
- Investigate the Sufi interpretation of 'The Light' verse from the Qur'an.

### Background Information

‘Muhammad is the Messenger of Allah’  
*surah 48:49*

Muhammad was born in Mecca in the year 569 CE. He was a trader who was known as *al-amin* (the trustworthy one). When Muhammad reached the age of 40, the archangel Gabriel appeared to him with the revelation that he was to be God’s prophet. Muhammad at first instructed his immediate family on Islam. His wife Khadija is held in the highest esteem in Islam because of her support for Muhammad throughout the difficult first years of his prophecy. Eventually Gabriel revealed to him that he should begin delivering the message to all humanity.

Muhammad delivered his final sermon prior to his death in 632 CE. Muslims believe that this signifies the end of God’s revelation as Muhammad was the final prophet. Each day Muslims recite the Shahada which is the first and the foundation of the Five Pillars.

### SUGGESTED ACTIVITIES

#### STAGES 4–6 GENERAL RELIGIOUS EDUCATION

- Use the material in the exhibit to gain insight into the esteemed role of the Prophet Muhammad in Islam

### SUGGESTED ACTIVITIES

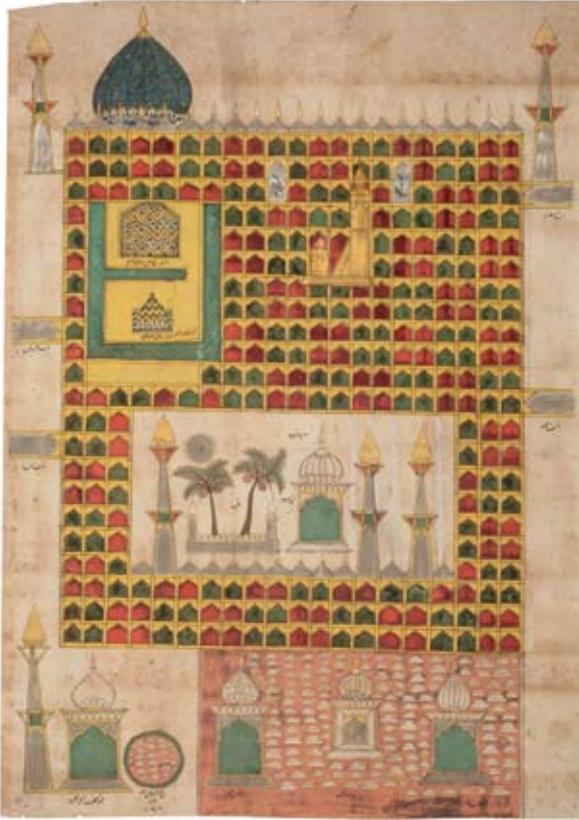
#### STAGE 6: STUDIES OF RELIGION

#### Reflecting the ‘students learn to’ component of the Syllabus

- Examine the principal events in Muhammad’s life
- Explain why the Prophet Muhammad as the final messenger is the model for Muslim life

Syllabus: Preliminary Course

*There is no god but Allah,  
and Muhammad is his prophet.*



### ROOM 6

#### View of the sanctuary of Medina

Mecca, 17th or 18th century

opaque watercolour, gold, silver and ink on paper

65 x 46.5cm

(cat no 222)

In this view of the Prophet’s mosque at Medina (the Haram al-Nabawi), the tomb of the Prophet is seen under the green dome. His cenotaph is draped with the characteristic zigzag cover in green, white and gold. Below it is the tomb of his daughter Fatimah, who is believed to have planted the palm grove depicted in the centre of the drawing.

## Aspect of Islam: Relationship to other monotheistic religious traditions



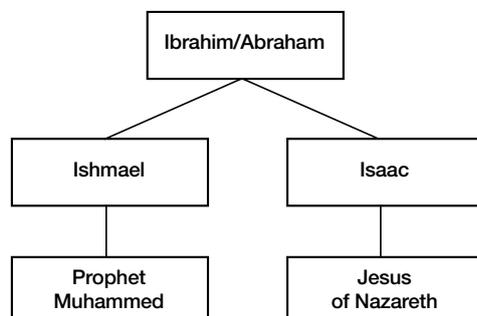
### ROOM 4

#### Noah's Ark from Jami' al-Tawarikh by Rashid al-Din (detail)

Iran  
translucent and opaque watercolour, gold and silver on paper  
11.5 x 17 cm  
(cat no 149)

### Background Information

Islam was the last of the monotheistic religious traditions to develop. Islam traces its origins to the Hebrew prophets. It shows great respect for the prophets of Judaism and Christianity and their teachings, including Jesus Christ. Muslims believe that the revelation of Allah given to Muhammad by the archangel Gabriel was the culmination of the messages that these earlier prophets had proclaimed. The following simplified diagram shows this relationship:



“The fact is that Abraham was a community in himself: he was obedient to Allah and had turned to Him solely, and he was not of the idolaters. He was grateful for His favors. Accordingly, Allah chose him and guided him to the straight path” *surah 16:120–121*

### SUGGESTED ACTIVITIES

#### STAGES 4–6 GENERAL RELIGIOUS EDUCATION

- Students investigate the development of the monotheistic religions and develop a ‘family tree’ to illustrate relationships. Teacher background for this exercise can be found at: [www.bizbrowse.com/Religion/Islam/tree.htm](http://www.bizbrowse.com/Religion/Islam/tree.htm)
- Students view exhibits 149 to 156 in Room 4 from the Compendium of Chronicles. Either sketch or record the content of each of these works.
- Discuss what new learnings about the relationship of the religious traditions can be gained through these art works.

### SUGGESTED ACTIVITIES

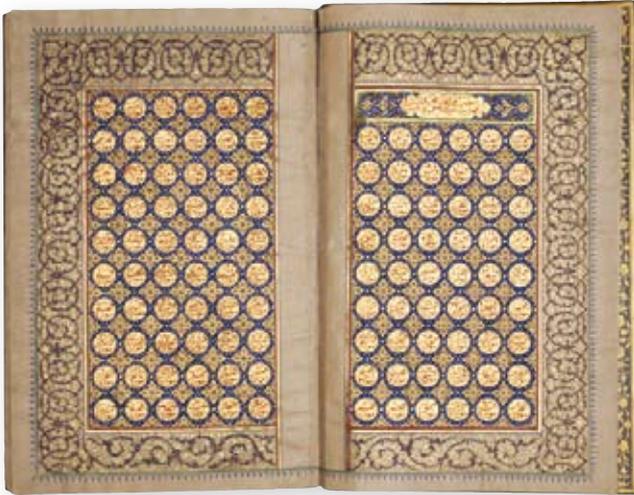
#### STAGE 6: STUDIES OF RELIGION

#### Reflecting the ‘students learn to’ component of the Syllabus

- Outline the social conditions and religious practices that existed in pre-Islamic Arabia  
Syllabus: Preliminary Course

*NB The items in Room 1 of the exhibition will also assist students in better understanding the cultural and religious context within which Islam developed. This is a critical concept for students to grasp.*

## Aspect of Islam: The Five Pillars of Islam



### ROOM 7

#### Single-volume Qur'an

copied by the calligrapher by Muhammad Shai'  
Iran, Shiraz, 'ayd ghadir [18 Dhu'l-Hijjah] 1298 AH  
(12 November 1881 AD)

ink, gold and opaque watercolour on paper, 287 folios  
50.5 x 31.5 cm  
(cat no 202)

### Background Information

The Qur'an prescribes a way of life that will assist Muslims to live according to God's will. This is called submission. Muslims understand this in a positive sense – by living in submission to God's law they obtain harmony within themselves, their families and societies.

The Five Pillars of Islam are:

- **Shahada** the belief in the one, true God
- **Salat** prayer 5 times each day
- **Zakat** the obligation to provide support to the poor and needy in society
- **Sawm** fasting, particularly during the holy month of Ramadan
- **Hajj** pilgrimage to Mecca at least once in a lifetime where possible

### SUGGESTED ACTIVITIES

#### STAGES 4–6 GENERAL RELIGIOUS EDUCATION

- Find examples from the exhibition that relate to the Five Pillars.
- Describe how the examples you have chosen express one or more of the Five Pillars.

### SUGGESTED ACTIVITIES

#### STAGE 6: STUDIES OF RELIGION

#### Reflecting the 'students learn to' component of the Syllabus

- Outline each of the Five Pillars

Syllabus: Preliminary Course



**ROOM 6**

**Planispheric astrolabe**

North Africa, 9th century AD

brass, cast, with fretwork rete and surface engraving

18.5 x 13.2 cm (diameter)

(cat no 284)

**Background Information**

The everyday life of the Muslim adherent is built around the five periods of daily prayer. Muslims understand this structure as a gift from Allah to assist them in striving for goodness in all that they do. The prayer periods are short and can be fitted into the normal activities of life. It is essential that *wudu* (cleansing the body) is completed before each prayer and before reading from the Qur'an.

Prayer times are not set by a clock but rather by the sun. For example, the first prayer occurs between dawn and sunrise and this time will differ according to location and the time of the year.

Prayer must always be said facing the holy city of Mecca.

Muslim scholars applied science to assist believers to faithfully fulfil the requirements of salat. For example, an astrolabe would be used to determine *qibla* (the direction of Mecca).

Every aspect of Muslim life becomes a prayer when it is lived in accord with the teachings of the Qur'an.

“Truly, to a happy state shall attain the believers, those who humble themselves in their prayer, and who turn away from all that is frivolous, and who are intent on inner purity.” *surah 23:1–4*

**SUGGESTED ACTIVITIES**

**STAGES 4–6 GENERAL RELIGIOUS EDUCATION**

- Choose three items from the exhibition that have assisted your understanding of prayer in the life of a Muslim. Sketch the items. Outline why you chose them. Describe how these items have helped you to better understand the role of prayer in the life of a Muslim.

**Gifted and talented extension activity:**

- Develop a presentation for the class to explain how a Planispheric astrolabe works. In your presentation describe how this instrument has been used by Muslims as an aid to prayer. Investigate an example of how modern technology is used by some Muslims as an aid to prayer.

**SUGGESTED ACTIVITIES**

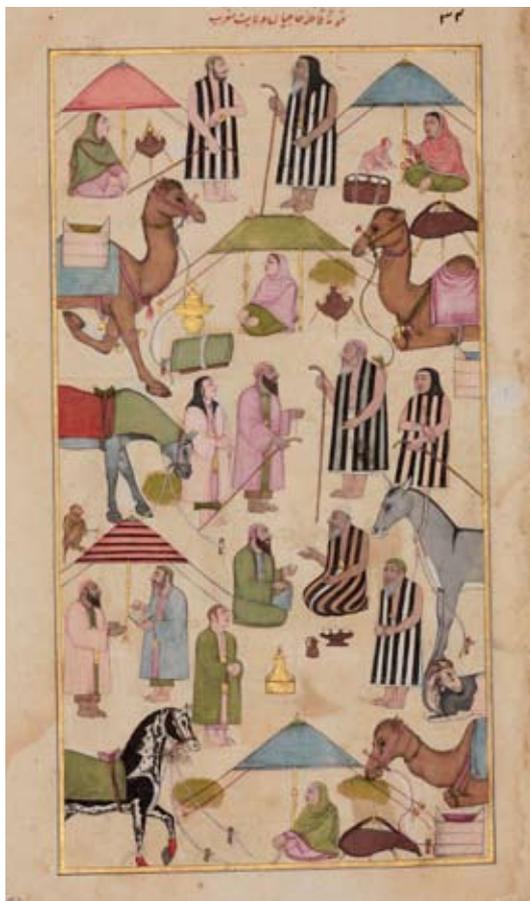
**STAGE 6: STUDIES OF RELIGION**

**Reflecting the ‘students learn to’ component of the Syllabus**

- Develop a mind map that summarises the centrality of salat to the life of the Muslim adherent. This activity could be modified to several areas of the Studies of Religion Syllabus. For example:

*HSC – Significant People and Ideas:* the role of prayer in the life and teachings of the person/group being studied.

*HSC 2 Unit – Religion and Peace:* prayer as a means of contributing to personal/global peace.



#### ROOM 6

**The encampment of the caravan of pilgrims from the Maghrib (North Africa) from the Anis al-Hujjaj copied by Safi ibn Vali**  
India, possibly Gujarat, c1677–80

ink, watercolour and gold on paper, 23 folios with 20 illustrations, Persian text in nasta'liq  
33 x 23.2 cm  
(cat no 262)

#### Background Information

Hajj is the annual pilgrimage to the holy city of Mecca in Saudi Arabia. It is one of the Five Pillars of Islam, requiring all Muslims to complete the sacred journey once in their lifetime. Exceptions are made for those who for reasons relating to health and finance cannot undertake Hajj. One of the central aspects of Hajj is the circumambulation of the Ka'ba, the most sacred of Muslim religious sites. The Ka'ba is the *qibla* or direction that all Muslims face to perform *salat*. It is believed to have been erected by Adam and that Abraham worshipped there. The Qur'an says:

'...the first house built for mankind was in Mecca, to bless and guide all worlds.' *Surah 3:90*

The Hajj is the ultimate symbol of the *Ummah*, the universal and equal community of Islam. The Council on Islamic Education states:

'The Hajj consists of several ceremonies, meant to symbolise the essential concepts of the Islamic faith, and to commemorate the trials of prophet Abraham and his family... Prophet Muhammad had said that a person who performs Hajj properly 'will return as a newly born baby [free of all sins].' The pilgrimage also enables Muslims from all around the world, of different colors, languages, races, and ethnicities, to come together in a spirit of universal brotherhood and sisterhood to worship the One God together.' Source: Council of Islamic Education [www.cie.org](http://www.cie.org)

#### SUGGESTED ACTIVITIES

##### STAGES 4–6 GENERAL RELIGIOUS EDUCATION

##### Pre visit activity

- Learn about what happens during Hajj. For example by investigating a 'virtual Hajj' site such as: [www.princeton.edu/~humcomp/vhajj.html](http://www.princeton.edu/~humcomp/vhajj.html)
- Create their own visual representation of Hajj showing an understanding of the stages of the pilgrimage and the beliefs that each represent.

##### Gallery visit activity

Students could sketch the wall panels depicting Hajj.

##### Post visit activity

Students could discuss their learning's about the importance of pilgrimage in Islam. If students are from a religiously affiliated school they could also use this as a means of investigating pilgrimage within their own religious tradition.

#### SUGGESTED ACTIVITIES

##### STAGE 6: STUDIES OF RELIGION

##### Reflecting the 'students learn to' component of the Syllabus

##### Syllabus: HSC course

Students use artworks and objects from the exhibition to gain further insight into the following Syllabus areas:

- Describe Hajj
- Demonstrate how Hajj expresses the beliefs of Islam
- Analyse the significance of Hajj for both the individual and the Muslim community

# STAGES 4–6 GENERAL RELIGIOUS EDUCATION: ASSESSMENT OF LEARNING

Many of the suggested activities outlined throughout this education kit could be modified as a task to assess student learning resulting from a visit to the *The Arts of Islam: Treasures from the Nasser D Khalili Collection* exhibition. The following is one example of a task that integrates many facets of the exhibition.

The task provides the opportunity for students to employ a range of learning styles in developing their response – an approach that is in keeping with the creativeness of the exhibition itself.

This task could be completed individually, in pairs or small groups. It is ideally suited to *peer assessment*. The criteria provided at the end of the task could be modified for student use.

The student exhibition will need an audience! This would be an excellent opportunity to invite parents, other classes and if possible a guest speaker from the Muslim community to conclude the study of Islam.

## ***The Arts of Islam* – an exhibition of student experience**

‘There is much more that unites people than divides them... an appreciation of art is a fundamental unifying factor.’

Edmund Capon: foreward to the *Arts of Islam* catalogue p 9

One of the reasons why the Art Gallery of New South Wales staged the *The Arts of Islam: Treasures from the Nasser D Khalili Collection* exhibition was to provide an opportunity for everyday Australians to experience the treasures and beauty of Islamic art. In completing the task which follows, you are challenged to not only relate knowledge about the faith of Islam, but also to respond to the above quote from Edmund Capon, the director of the Art Gallery of New South Wales.

### THE TASK

**As a class prepare your own exhibition of the study of Islam and the associated visit to *The Arts of Islam: Treasures from the Nasser D Khalili* exhibition at the Art Gallery of New South Wales.**

**When deciding on a style of presentation you need to keep in mind the forum you are preparing for. This does not prevent you from doing an oral or ICT presentation as these can be incorporated into the exhibition just as they were at the Gallery.**

**Choose ONE of the following areas relating to the religious expression of Islam that is portrayed in the *The Arts of Islam: Treasures from the Nasser D Khalili* exhibition:**

A	The origins and early development of Islam
B	The Prophet Muhammad: his life and legacy
C	The Qur’an: the source for all of Islam
D	The Five Pillars: the guide for Muslim life
E	Prayer in the life of a Muslim adherent
F	Hajj as the expression of the <i>Ummah</i> (universal Muslim community)

#### **For the area you have chosen you are to:**

- outline the chosen area. For example: an overview of the life of Prophet Muhammad or the history of the writing and the structure of the Qur’an.
- explain the significance of your chosen area to the religious expression of Islam
- use at least TWO examples from the exhibition to support your explanation

*If you go to the Art Gallery of New South Wales’ website you will be able to access information and images from the exhibition: [www.artgallery.nsw.gov.au](http://www.artgallery.nsw.gov.au)*

**Provide an explanation of how the Arts of Islam exhibition is a vehicle for unity and understanding within Australian society.**

#### **Possible styles for your presentation:**

- Be CREATIVE – think of how images and information were presented at the Art Gallery. Think of your own concept.
- ICT
- Oral
- Music – write a song to share your information and record it
- Paint it! Draw it! Collage it!
- Produce your own ‘catalogue’ to share information on your chosen area

CRITERIA	MARK
<ul style="list-style-type: none"> <li>• Comprehensively outlines the chosen area</li> <li>• Presents a thorough understanding of the significance of the chosen area for the expression of Islam</li> <li>• Integrates two examples from <i>The Arts of Islam</i> exhibition to support the response</li> <li>• Succinctly explains how <i>The Arts of Islam</i> exhibition is a vehicle for unity and understanding in Australian society</li> <li>• Uses correct terminology</li> <li>• Develops a logical and well structured response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Outlines the chosen area</li> <li>• Presents an understanding of the significance of the chosen area for the expression of Islam</li> <li>• Describes two examples from <i>The Arts of Islam</i> exhibition</li> <li>• Describes how <i>The Arts of Islam</i> exhibition is a vehicle for unity and understanding in Australian society</li> <li>• Uses correct terminology</li> <li>• Develops a structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Outlines the chosen area</li> <li>• Outlines the significance of the chosen area for the expression of Islam</li> <li>• Makes reference to two examples from <i>The Arts of Islam</i> exhibition</li> <li>• Makes a statement about how <i>The Arts of Islam</i> exhibition is a vehicle for unity and understanding in Australian society.</li> <li>• Uses some correct terminology</li> <li>• Attempts to structure the response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Limited outline of the chosen area</li> <li>• Makes some statements about Islam</li> <li>• Names examples from the Arts of Islam exhibition</li> <li>• Limited structure</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes basic statements about Islam or names items from <i>The Arts of Islam</i> exhibition</li> </ul>	1–3

# STAGE 6 ASSESSMENT TASK

NSW Board of Studies syllabus link:  
Studies of Religion

Preliminary Course:  
Religious Tradition Study – Islam

Please note that this task is suitable for adaptation to any Stage 6 study of religious traditions outside of the Studies of Religion Syllabus

Islam is the world's second largest religious tradition. Muslims believe that Muhammad received the final revelation of Allah which was then recorded in the Qur'an. This revelation provides the ultimate guidelines for humanity to live in submission to the will of Allah. Submission, in the fullest and richest understanding of the term, is therefore the foundation of all aspects of Muslim belief and practice. An understanding of submission, how it is informed by the Qur'an and how it defines Muslim life, is essential to your study of Islam in preparation for the HSC.

## THE TASK

Choose TWO response areas from the following four choices taken from the Studies of Religion Syllabus Preliminary Course to complete this task.

- For EACH of the areas you choose incorporate TWO examples from The Arts of Islam: Treasures from the Nasser D Khalili exhibition to support your response.
  - You must ensure full and accurate referencing of the sources.
  - Suggestions are made in the last column as to which of the exhibition rooms *may* be of most assistance to each area. You are free to use examples from any artworks or objects in the exhibition in your answers.
- Incorporate into EACH of your responses an explanation of how this aspect of Islam fulfils the necessity of submission to the will of Allah.
- EACH of the responses will be given a mark out of 10 using the criteria which follows.

Syllabus outcomes addressed by this assessment task:

A student:

- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

Question	Preliminary syllabus	Response areas for assessment	Exhibition room(s)
A	Origins of Islam	Outline the development of Islam after the death of the Prophet Muhammad during the period of the Four Rightly Guided Caliphs.	1,4
B	Principal beliefs of Islam	Outline the implications of Tawhid for Muslim belief.	All
C	Sacred texts and writings of Islam	Outline the importance of the Qur'an for Islam.	1,2,4,5,6
D	Expression of faith in Islam	Outline the Five Pillars as the expression of faith of Islam.	6

CRITERIA	MARK
<ul style="list-style-type: none"> <li>• Comprehensively outlines aspects of the area chosen for response</li> <li>• Integrates two examples from <i>The Arts of Islam</i> exhibition to support the response</li> <li>• Presents a thorough understanding of how the area chosen for response fulfils the requirement of submission to the will of Allah in Islam</li> <li>• Uses correct terminology</li> <li>• Develops a logical and well structured response</li> </ul>	9 – 10
<ul style="list-style-type: none"> <li>• Outlines aspects of the area chosen for response</li> <li>• Describes two examples from <i>The Arts of Islam</i> exhibition</li> <li>• Presents an understanding of how the area chosen for response fulfils the requirement of submission to the will of Allah in Islam</li> <li>• Uses correct terminology</li> <li>• Develops a structured response</li> </ul>	6 – 8
<ul style="list-style-type: none"> <li>• Names aspects of the area chosen for response</li> <li>• Makes some reference to one or two examples from <i>The Arts of Islam</i> exhibition</li> <li>• May use some correct terminology</li> </ul>	3 – 5
<ul style="list-style-type: none"> <li>• Makes basic statements about Islam</li> <li>• Names items from <i>The Arts of Islam</i> exhibition</li> <li>• Limited use of terminology</li> </ul>	1 – 2