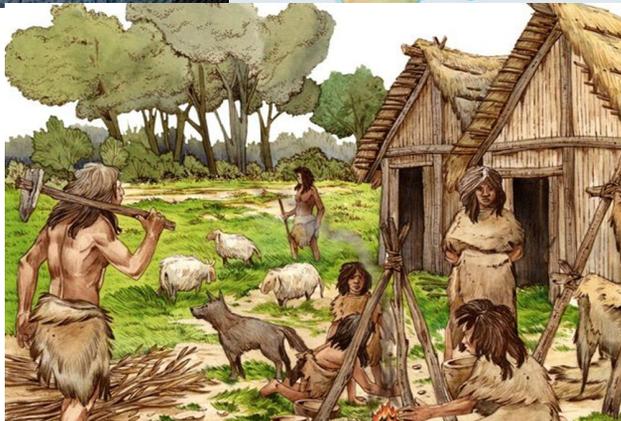
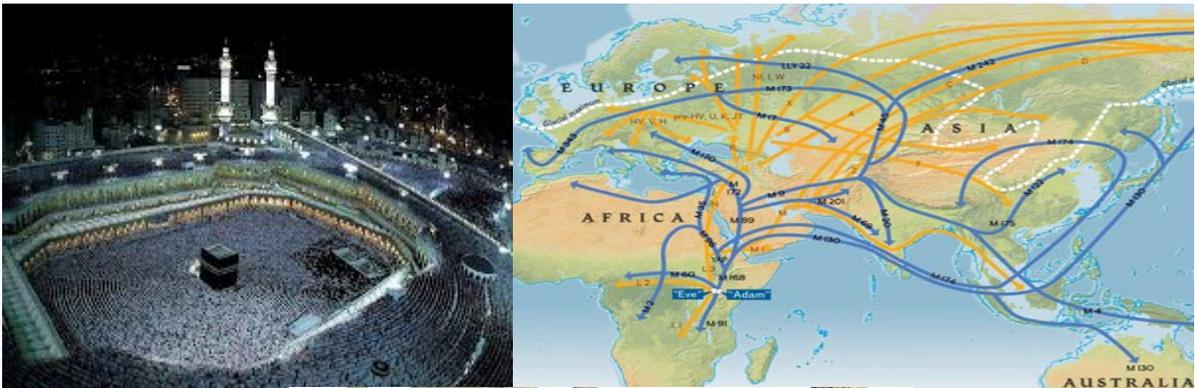


PHILOSOPHY, BELIEFS & ETHICS (PBE)

YEAR 8 TERM 1



ISLAM / LEGACIES OF THE ENLIGHTENMENT

REVISION TIPS

1. **Start revising early** - revision is about going over information again and again. The more times you do this, the more you will remember. Cramming at the last minute cannot activate long-term memory.
2. **Take breaks** - studies suggest breaks every 45 minutes to an hour. Put a timer on and try and focus on completing that amount of revision. To begin with, you may only be able to do 15-20 minutes at a time. Keep practising and your focus will improve. When you begin a focused session, make sure you will not need to get up for any reason!
3. **Find out about yourself** - People tend to learn more at different times of the day and in different ways. Find out if you are a morning or an evening person and plan your day accordingly.
4. **Be organised and create a timetable** - Create a timetable to make sure you get through every topic in time. Give yourself manageable targets.
5. **Practise questions** - Make sure you get enough practice for each question type. You can even have a go at creating your own quiz or questions to help you prepare.
6. **Make mind maps or re-write notes** - Many people like to use mind-maps or write out notes on a table or in another form that works for them. Remember to summarise and write ideas in your own words as this helps you to remember them.
7. **Make revision cards** - There are different types of revision cards that can help you revise. Use larger cards to **summarise** key details. You must re-write information in your own words and in shortened form. Simply copying out information has been proven to be ineffective. Reading is also, according to studies, the least effective way of committing something to memory. You can also create very small cards with a key word or topic on one side and the definition or a few bits of information on the other. Use these to test yourself or your friends.

1: DEFINITION (1 mark)

Multiple-choice definition - You just need the correct answer.



2: GIVE TWO... DESCRIPTION (2 marks)

Give two examples / types - This just requires a simple sentence at most.

3: EXPLANATION OF TWO BELIEFS (4 marks)

You may need to explain two beliefs or two ideas. This requires that you only mention TWO and develop both sentences. In Paper 2, this can be asked in a harder way. In this case, the examiner could ask you for two CONTRASTING beliefs and you will also need to refer to two different religions.

4: EVALUATE (9 marks)

At least 3 X PDD chains = 6+ sentences

You must use evidence and refer to both sides of the debate.

You must give your opinion!

SAMPLE ANSWERS

1. Which of the following is a pillar of Islam?

(A) Visiting your parents

(B) Going on Hajj ✓

(C) Joining the army

2. Name prophets in Islam (other than Muhammad). (2 marks)

Jesus, Abraham. ✓

3. Explain two DIFFERENT on European colonialism. (4 marks)

One view is that it brought great harm to many people around the world. People were kidnapped from places in Western Africa and forced to work for nothing and had no rights.

A different view would be that a limited number of people, such as businesses made money from it. This money was brought back to Europe and made many of these countries very rich.

4. 'The enlightenment was a great period of history for human beings' - Discuss. (9 Marks)

Some people would agree because this was the first time that science and evidence really began to be used to gain knowledge about the world. As a result human beings discovered vaccines and made other kinds of medical advances that really benefit us to this day. We also used science to argue that human beings are part of one family and therefore should be considered equal and human rights arose from this type of thinking.

However some people would disagree and argue that these rights were limited to a very small number of people. Women, minorities and working class people had very little access to things such as voting. Also, initially, science tried to argue that there were biological differences between different races and this helped to justify empire and slavery.

Overall, I think that Enlightenment was a great period for some people, however the vast majority of people such as women and minorities would not benefit from these advances till much later on in human history.

CHECKLIST



I can explain what the 5 pillars of Islam are and why they are important to Muslims using detailed examples.

I can explain why following the 5 pillars might be difficult for Muslims in the UK.

I can explain what the hijab and the burqa are and the arguments for/against using them.

I can explain Muslim beliefs about Allah and the Prophet Muhammed.

I can outline the issue of Islamophobia and give suggestions for combating Islamophobia in the UK.

I can explain positive and negative aspects of the enlightenment, using examples

I can explain who benefitted from and who was harmed from it

I can explain how our ideas around identity have changed over time

ISLAM

Islamophobia is a new word that was invented after 2001. It means **fear or hatred of Muslims and their religion, Islam**. In class we have looked at different causes of Islamophobia, including newspapers and the media. An example was a story about a Muslim bus driver that, allegedly, forced passengers off of a bus so that he could pray. Upon further inspection, it turned out that large parts of the story were untrue or exaggerated.

Muslims have various different beliefs about Allah, including:

- Muslims believe that there is only **one** God, and that He created everything. This is known as **Tawhid**. Without the awareness of God, Muslims believe that you can't go to paradise when you die.
- It is very wrong to compare anything to God in Islam because he is the supreme leader. The sin of comparing anything to God is called **shirk**.

Muslims have various different beliefs about Muhammad, including:

- Prophet Muhammad is very important to Muslims because he is considered the last and final messenger. Abraham and Jesus were considered to be messengers of God before him.
- Prophet Muhammad lived 570-632. The sacred text of Islam was given to him on the Night of Power, a night when the Prophet was praying and the Angel Jibril (Gabriel) came to him to reveal the words of the holy book: the Qur'an

Muslims follow the 5 pillars because...

- Saying the **Shahadah** daily can help Muslims feel closer to God and reminds them to behave well each day
- **Praying** (salah) can help focus the mind and make people feel closer to God. It takes a lot of strength and discipline to be able to do it
- There are lots of poor people around the world. Muslims are part of the worldwide **ummah** (Muslim community) and should share the wealth **Allah** has given them
- The **Qur'an** tells Muslims that they should follow the pillars. Muslims believe in Allah and want to please Him in this life. The **Prophet Muhammad** (pbuh) followed the pillars.
- Even **Malcolm X** went on **Hajj**. Before he did this, he hated people. Afterwards he realised that Muslims are part of the same community, whether they are black or white

It might be hard to follow the 5 pillars because...

- Giving 2.5% **zakah** can be difficult when money is tight! It can be hard to give away money you might rather spend on something else.
- Doing difficult things, like **fasting during Ramadan**, can help Muslims in other areas of their lives e.g. learning how to overcome temptation
- In the UK, Islam is not the majority religion. This can make it hard for students in school, for instance, who have to pray and fast when others are not doing it. Praying 5 times a day and remembering to say the **Shahadah** can be time-consuming when you have school and other activities on
- There might be discrimination against Muslims (**Islamophobia**) or they might be made to feel different because of how they practise their religion e.g. they do not celebrate Christmas

Shahada
(Declaration of faith)

Sawm
(Fasting)

Zakat
(Charity)

Hajj
(Pilgrimage)

Salah
(Prayer)

ENLIGHTENMENT LEGACIES

The Enlightenment was a time in European history (17th - 19th century) when some people began to use **science and reason** to gain knowledge instead of religion and faith.

Sometimes referred to as the 'Age of Enlightenment' or the 'Age of Reason', many philosophers used **reason and logic** to argue that people all had rights. They also began to argue that people should not believe anything **without evidence**. This new way of thinking led to scientific advances and rebellions such as the French Revolution.

Whilst the Enlightenment and Age of Science formed the basis of our ideas about **democracy and human rights** as well as our **scientific knowledge**, some Enlightenment thinkers held other views that we no longer accept. For example, the Founding Fathers of America famously declared 'All men are created equal' but many of them owned slaves and denied women the vote.

Women were still excluded from science and were not allowed to go to university. They had to teach themselves if they wanted to learn anything. A lot of the money used to develop the sciences in Europe also came from **colonies**. These were areas of the world which were controlled by European countries by force.

However, despite their ideas on equality, many of these thinkers did not actually believe that **everyone was equal**. Many of the founding fathers kept **slaves** and the constitution was not changed to outlaw slavery for another 100 years. Even though the Founding Fathers had argued it was important to vote, **women and black people were not allowed to vote until the 20th century**.

Many of the early Enlightenment thinkers, such as Hume, Voltaire and Kant, held very racist views which they pretended were scientific. They used their power and influence to spread these ideas. Kant, for instance, believed that everyone should be treated with **complete respect no matter what** but still said, "The yellow Indians do have a **meagre** (some) talent. The Negroes are far below them, and at the lowest point are a part of the American people." This means that Kant put people of different races in different groups.

EMPIRE & COLONIALISM

Colonialism is the practice of a country that tries to overpower and control another country. This is usually done to **exploit** them. The invaded country is called a **colony**. A country may have many different colonies at one time. All the colonies added together with the **mother country** is called an **empire**. Over the last 400 years the most powerful empires have usually been found in Europe. Britain, France, Spain, Portugal are examples.

Invading countries often needed people from the colony to work with them, these people were **collaborators**. Some of these people benefitted from colonial rule but they were a minority. As a result of colonial rule, Britain and other invading countries continue to benefit from the **wealth** created today.

British colonialism made the country extremely rich for centuries. Any one who lived in Britain either then or now would benefit. As a result of becoming very wealthy Britain was able to invest in its society and create things like the NHS.

IDENTITY

Human beings in their current form, could be as much as **500,000 to 2,000,000** years old. Humans used terms to categorise themselves however these rarely stay the same and **over time can change**, depending on the society.

For most of history, humans were **nomadic**, meaning they did settle in one place but would move around. Their identity was **not fixed** to any one place. These were called **hunter-gatherer societies**. However about 12,000 years ago, the **agriculture revolution** took place and humans began to base their identity on fixed places, as they did not need to move around.

Recently, The Enlightenment took place in human history, about 400 years ago. Much good came out of it, eventually, with science proving there is **no scientific difference between races** which reinforced ideas of human equality. However initially **scientific and political leaders** pushed the idea that race was a biological difference between humans. It was used to **justify slavery and empire**.

6,000,00BC-12,000BC

For most of history human beings have been hunter-gathers which mean that they would hunt, fish and gather wild food. Some groups of humans would hunt animals however this was a dangerous task as animals could be difficult to catch and may even pose a risk to the humans themselves.

Evidence suggested that it would be much easier to gather food from trees and bushes were available. This would be **much easier and significantly less risky**. This evidence goes against the idea that humans have always eaten meat. As these different groups of people would gather food and sometimes hunt, areas would become barren of food and they would be **forced to move** to different areas.

Humans have since been considered a nomadic species as for most of our history we have wandered from place to place. Whatever identity we had was based on our group not based to any location. Identity based on a fixed place, such as a country, is a new idea.

Amongst the different hunter-gatherer societies there were differences in the way that they organised each other. There were some that where women would do more gathering and men do hunting. However others were more egalitarian. Some groups didn't hunt animals at all as it was not worth the effort.

Men and women were often promiscuous in many societies and this was seen as a positive. As no one knew the parents of the child, the whole tribe would make an effort to take care of them as it could be theirs.

Labels such as black or white, nationality and even gender were not useful categories for most of human history as they did not help these societies organise on a practical level. There may be been people from different 'races' working together at the time however these terms would not have made sense for most of human history.

12,000BC – 1600sAD

Around 12,000 years ago the first humans began to farm land and domesticate plants and animals for their own benefit. This meant that animals and plants would be grown in specific areas and humans would not have to migrate out to different areas to feed themselves.

This was called the **first Agricultural Revolution**.

As we began to stay in one fixed place, **new ways of organising societies began to emerge**. Some of our major world religions such as Judaism, Islam, Christianity and Hinduism all trace their origins to roughly this date.

Judaism sets out a very **clear roles** for men and women that are said to be ordained by God. These ideas on gender would go on to be influential in Islam and Christianity as well.

Hinduism in South Asia, would create the caste system. This was an order in society that gave everyone a specific job as now **people were living in larger and larger groups**.

Polytheists or pagans (worshipping multiple Gods) realised they **could not keep moving** to different areas so would pray to the sun or the moon in hopes of a better harvest for their lands. As these groups began to expand, **empires would develop**. Often with a city at the centre and large areas identifying with it.

As time went on humans sense of **identity began to be tied to specific areas**. Sometimes this would take the form of religion. Some people in the Middle East may have thought of themselves as united through Christianity however others may have thought of themselves through empire, such as a Roman.

Race in our modern day sense, still had not been conceived. The Roman Empire, for example stretched between Europe and North Africa. There were north African Popes (Gelasius) and Roman society would **not discriminate against people based on them being from sub-Saharan Africa**.



ABOVE: AN ARTIST'S DEPICTION POPE GELASISUS FROM TUNISEA

BELOW: ROMAN EMPIRE GROWS AS PEOPLE LIVE IN LARGER GROUPS



1600s - PRESENT DAY

Previously in human history, if people **sought knowledge** they might look to their (relatively) newly formed religions for answers, on how the world was created for example.

From approximately 1600s onwards, some began to use **science as a basis for knowledge** instead of using holy books. These often gave different answers.

Science at this time however was very much **influenced by the politics** around it. Some European nations were engaged in slavery and empire and tried to use **science to justify** it.

For first time during the Enlightenment some scientists along with politicians tried to (wrongly) argue that there were **natural (biological) differences between people of different races**. With some being inherently superior and some being inferior.

This idea was pushed at the time as it meant many of the same nations that championed ideas of equality, could argue that this idea did not apply to people of different races. This meant that **practises such as slavery and empire could be justified** on the grounds that it was natural.

Human beings began to identify on the basis on race for the first time, despite it being an invented concept. Over the centuries, different races have been mistreated for various reasons. This meant that whilst race was an invented idea, racism began a very real problem.

This idea has been a powerful one and people nowadays still identify along racial lines as societies has often treated them different, for better or worse. Religion and nationalism (countries) also remains a powerful way for people to identify in large groups.

Scientists **eventually disproved** the idea of biological differences between humans and stress that we all come from a single human family. The impact of these idea around race continue to affect society to this today however with stereotypes about different racial groups.



BELOW LEFT: AN ARTIST'S DEPICTION OF AN ENLIGHTENMENT THINKER

BELOW RIGHT: AN IMAGE OF HUNTER GATHERERS

