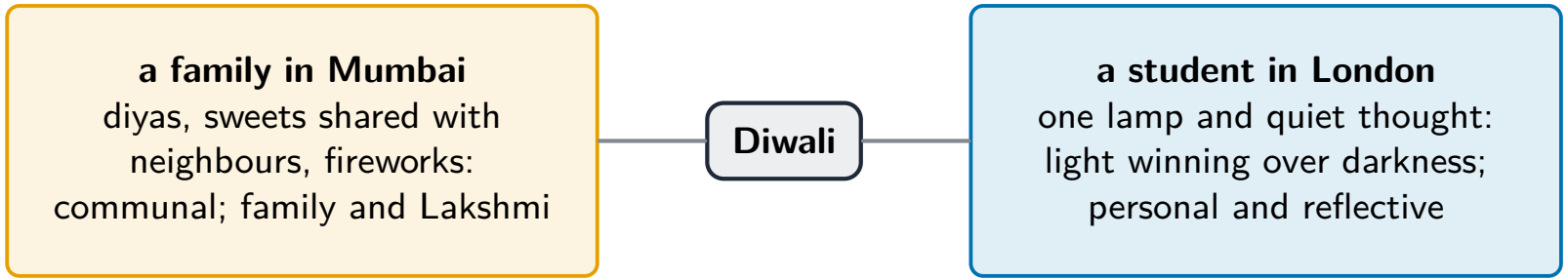
Exercise walk-through

1.3
Introduction: Judaism, Christianity and Islam

International Baccalaureate · IB Diploma · World Religions · SL

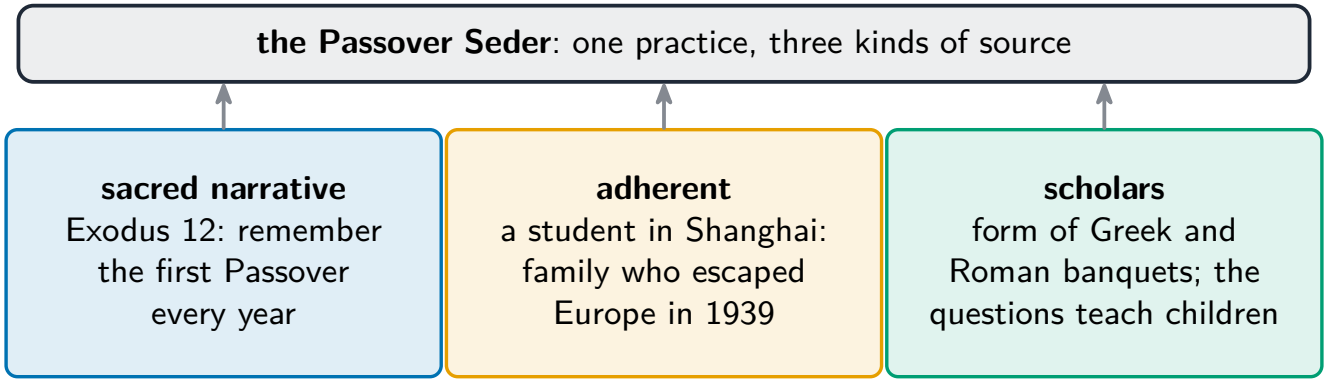
Belief, practice and respectful comparison: source representation



both accounts are true: record who speaks, where, and which practice

> One festival, two accounts: compare the emphases without ranking them.

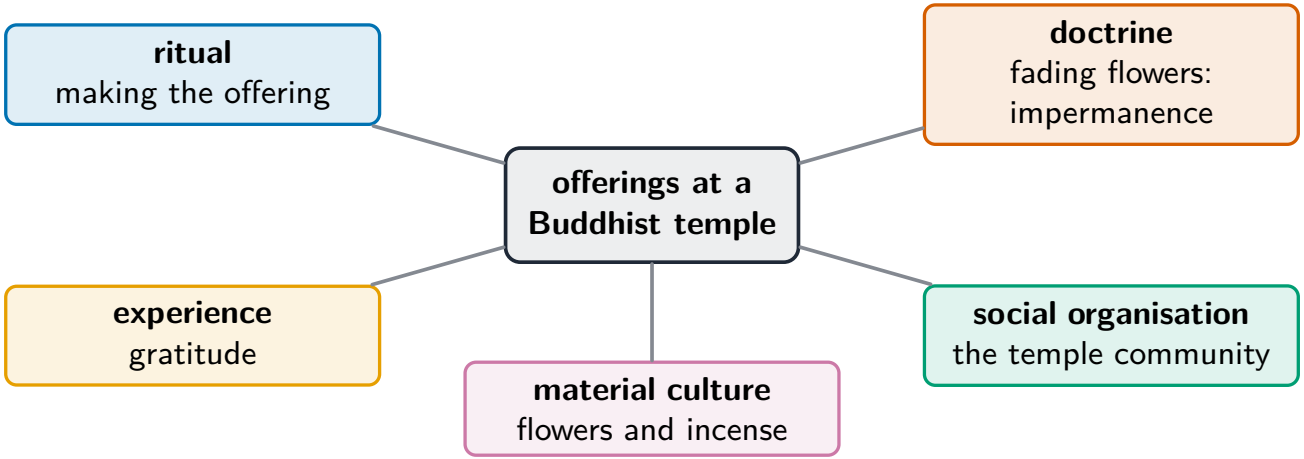
Sources, meaning and religious practice: source representation



what the text says, what she says it means, what scholars argue: keep them apart

> Three sources on one practice: each answers a different question.

A bounded religious-studies inquiry: source representation

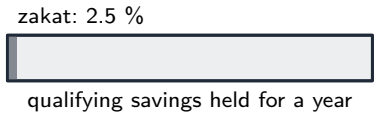


Smart's dimensions organise the findings: use two or three in depth.

Exercises 2.1·2.2

2.1 State the meaning of **Tawhid**, and why it matters in Islam. [2]

2.2 A Muslim holds qualifying savings of 36,000 for a year, above the nisab. Calculate the zakat due, and explain **one** purpose of zakat. [3]



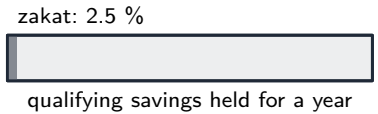
Exercises 2.1·2.2

2.1 State the meaning of **Tawhid**, and why it matters in Islam. [2]

2.1

Tawhid: the absolute oneness of God; it is the central belief: nothing can be equal to God, so worshipping anything else (shirk) is the greatest sin

2.2 A Muslim holds qualifying savings of 36,000 for a year, above the nisab. Calculate the zakat due, and explain **one** purpose of zakat. [3]



2.2

$36\,000 \times 0.025 = \mathbf{900}$; it purifies wealth and reminds the giver that wealth belongs to God; it supports the poor and builds a fair community

Exercises 2.3·2.4

2.3 Explain the meaning of **Shabbat** for many Jews, and **two** ways it is kept. [4]

2.4 Compare how Judaism, Christianity and Islam understand **revelation**: how God makes himself known. [6]

Exercises 2.3·2.4

2.3 Explain the meaning of **Shabbat** for many Jews, and **two** ways it is kept. [4]

2.3

Shabbat recalls God resting on the seventh day of creation and the covenant; a day of rest, family and worship; ways kept, e.g. lighting candles on Friday evening, a family meal with blessings (kiddush), synagogue services, no work; Orthodox and Reform Jews keep it in different ways (maximum 4)

2.4 Compare how Judaism, Christianity and Islam understand **revelation**: how God makes himself known. [6]

2.4

Judaism: God revealed the Torah to Moses at Sinai; covenant; Christianity: God revealed himself most fully in Jesus, the Word made flesh; the Bible as inspired scripture; Islam: the Qur'an is God's word revealed to Muhammad through the angel Jibril; the final revelation; comparison: all three believe God speaks through prophets and scripture, but differ on Jesus and on the final revelation

Exercises 3.1·3.2

3.1 *(Paper 1 style.)* Outline the **Five Pillars of Islam**. [7]

3.2 *(Paper 1 style.)* Explain the meaning of the **Eucharist** for Christians, and why denominations understand it differently. [8]

Exercises 3.1·3.2

3.1 *(Paper 1 style.)* Outline the **Five Pillars of Islam**. [7]

3.1

shahada: the declaration of faith; salah: prayer five times a day, facing Mecca; zakat: giving 2.5 % of qualifying wealth; sawm: fasting from dawn to sunset in Ramadan; hajj: pilgrimage to Mecca once if able; a purpose of the Pillars, e.g. structure the life of submission to God; accurate terms used

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3.2 *(Paper 1 style.)* Explain the meaning of the **Eucharist** for Christians, and why denominations understand it differently. [8]

3.2

the Eucharist recalls Jesus' last supper with bread and wine; "do this in remembrance of me"; Catholic view: the bread and wine become the body and blood of Christ (transubstantiation); Orthodox: a mystery of real presence; many Protestants: a memorial or spiritual presence; reasons for difference: interpretation of scripture; church history, e.g. the Reformation; clear conclusion on unity and diversity