UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIO

International General Certificate of Secondary Education

0493 ISLAMIYAT

0493/41 **Paper 41**

Due to a security breach we required all candidates in Pakistan who sat the paper for 0493/01 to attend a re-sit examination in June 2013. Candidates outside of Pakistan sat only the original paper and were not involved in a re-sit.

UNIVERSITY of CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0493 ISLAMIYAT

0493/41 Paper 1, maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Candidates must attempt **Question 1, Question 2** and **two** other Que

1 Choose any <u>two</u> of the following passages from the Qur'an, a
(a) briefly describe the main theme(s) in each passage;

(b) briefly explain the importance of these themes in a Musli

In order to give a mark for AO1 you will have to read both part order to give a mark for AO2 you will have to read both part (b) a

You should give only two marks, one for both part (a) answers, and one for both part (b) answers.

When marking this question, you may have to read the answers a number of times.

(1) Sura 2.255
Allah. There is no god but He, the living, the self-subsisting, eternal. No slumber can seize Him nor sleep. His are all things in the heavens and on earth. Who is there can intercede in His presence except as He permits? He knows what is before or after or behind them. Nor shall they compass any of His knowledge except as He wills. His Throne extends over the heavens and the earth, and He feels no fatigue in guarding and preserving them for He is the Most High, the Supreme.

(2) Sura 42.4-5
4. To Him belongs all that is in the heavens and on earth: and He is most high, most great. 5. The heavens are almost rent asunder from above them, and the angels celebrate the praises of their Lord, and pray for forgiveness for beings on earth: Behold! Verily Allah is He, the oft-forgiving, the most merciful.

(3) Sura 112
1. Say: He is Allah, the one and only; 2. Allah, the eternal, absolute; 3. He does not beget, nor is He begotten; 4. And there is none like Him.

(a) What are the main teachings?

(1) Sura 2:255
This passage talks about *tawhid* and some of the attributes specific to God alone. Candidates could talk about how God is different to humans. The theme of the throne is central to this passage. Candidates could say what that is; His majesty, uniqueness, knowledge and being totally unlike other beings. It emphasises how He is the only one who can make decisions about His creation, as He has knowledge over all things.

(2) Sura 42.4-5
This passage is about God's power over all things as everything in creation belongs to Him. Answers to this sura could include God's control of all things He's created. They could also elaborate and mention God's forgiveness and mercy (despite Him being unapproachable). There's the contrast between God and things in creation.

(3) Sura 112
Good answers to this passage will talk about God's unique characteristics which are central to Islam. Candidates can talk about *tawhid*, and elaborate on its importance. They could also talk about God being eternal and absolute and elaborate on what the meaning of these words are. God is unique in that no-one else can match His attributes, and there is no-one like Him, which is related to the fact that He has no children or family.

The above answers are not the only answers that Candidates should be allowed to develop/show other r passage. They could also give comparisons with themes highest level should be kept for well written answers themes.

(b) The importance of these themes.

(1) Sura 2.255
Candidates could talk about how this passage presents the themes of God's self-subsistence by comparing Him to humans using basic attributes that affect humans, e.g. sleep. Candidates could talk about how these verses allow Muslims to learn and understand something about God in a way relevant to them. It is a passage that is also used as a prayer for protection and was said by the Prophet to be one of the best passages of the Qur'an, so Muslims might recite it daily for protection.

(2) Sura 42.4-5
Candidates could mention that God tells humankind of his power and control over all things and that they should remember that they do not have any power in comparison. God is Merciful, and Muslims should remember this and turn to Him. As God is Merciful to humankind, they in turn should be grateful and also try to be forgiving of others.

(3) Sura 112
This sura is important as it is used to show the central theme of Islam, *tawhid*, in a concise way. Candidates could talk about its significance due to the importance the Prophet gave to it (being one third of Qur'an), therefore Muslims recite it abundantly. It reaffirms Muslims' faith of believing in one God as it gives a clear, brief, description of God.

These are not the only points candidates can mention, and personalising the passages to their own or Muslims' lives, or giving thoughtful answers with examples, could take them higher up the levels.

2 (a) Write about the relationship between God and <u>two</u> of the prophets you have studied in the Qur'an (<u>not</u> including the Prophet Muhammad). [10]

(b) Why do prophets go through difficulties in their lives? [4]

Part (a) tests AO1, and part (b) tests AO2.

(a) Candidates can choose any two messengers before the Prophet Muhammad that they have studied through the prescribed passages in the syllabus [though not exclusively].

They should mention who the prophets are and might give reference to the suras they have studied. They could talk about God's relationship with that prophet, which is mentioned in the Qur'an, teachings that God gave them, and any miracles they were given. Better candidates could be able to give references to other suras in the Qur'an where they are mentioned. Candidates should give a description of the prophet's experience, where usually they go through adversity and God helps them. It should be mentioned that God defends them against their enemies.

[Verses in the syllabus - **2.30-37; 6.75-79; 5.110; 93; 108**]

(b) Candidates could mention that God tests his prophets in diff hardships to deal with the difficulties of their mission, especi from their communities. They also go through difficulties to st turn help them to carry on their mission. Overcoming advers helps you get closer to God, which is a lesson for all Muslims.

3 (a) Abu Talib died in 619. Describe the events following t migration (*hijra*) to Madina.

(b) Why was this migration important for the Muslim community? [4]

(a) For this answer an account should be given about the events before the Prophet migrated to Madina, not the actual journey or events of migration itself.

Good answers will be able to tell the story fully and concisely, with a clear starting point (e.g. the death of Abu Talib and the loss of protection for the Prophet, or they could start from the failure at Ta'if), and end point. Answers could talk about the Prophet's reaction to the loss of protection and his attempts to spread Islam elsewhere. The Prophet met six men in Makka, who had come from Yathrib for the annual pilgrimage. They became Muslim and returned to Makka the following year with more people who took an oath at 'Aqaba in 621. The following year more people came to take the oath with the Prophet. They invited the Prophet to come to Yathrib as their leader. In Makka there was a plot to assassinate him, and eventually there was a sura revealed telling him to migrate.

The best answers will be able to expand and give depth to these events.

(b) Good answers will be able to mention that the difficulties in Makka meant that Muslims could not freely practice their new faith, and that this new religion had stopped expanding. They could talk about how the migration would provide them with an opportunity to expand, and provide religious freedom. It also made the Prophet the leader of a community allowing Islam to be established.

Candidates can give any number of reasons, but they should develop the answer to show the importance of what they are saying, e.g. not by writing: 'the migration gave the Muslims freedom', but expand on it by saying they were free from the persecutions or that they could properly learn and implement the laws. The Prophet's life was threatened and so migrating allowed him to escape further persecution and possible death, and establish Islam.

4 (a) Write about the Prophet Muhammad's interaction with non-Muslims in Madina. [10]

(b) What can Muslims learn from this interaction? [4]

(a) Candidates should only write about the Prophet's interaction with non-Muslims once he had migrated to Madina, and not write about events before this time.

Candidates could write about how the Prophet made a Constitution for the citizens of Madina, including non-Muslims, about their rights and responsibilities as part of the community. The non-Muslims had the following rights: equal political and cultural rights, autonomy and freedom of religion; they would fight with the Muslims against the enemy of the community and have the same responsibilities in war as others.

The Prophet was always fair in his dealings with the non-M non-Muslim were having a dispute, the Prophet sided with th thing to do.

Candidates could also talk about the various Jewish tribe developed with the Prophet over time, as well as his rela Madina.

(b) Candidates should show some reflection on the situations t and relate them to their own personal relationships with non-Muslims, or the relationship of Muslims in general with non-Muslims.

They could talk about the moral significance of the Prophet's actions and this should be used to highlight Muslim conduct. A clear parallel should be drawn between the Prophet's example and related situations, and specific examples given.

5 (a) Give an account of the persecutions faced by the early converts to Islam in Makka. [10]

(b) How are these accounts relevant to Muslims now? [4]

(a) Candidates should give a detailed narrative of the persecutions faced by the first Muslims in the years after the Prophet started preaching Islam.

Good answers will be able to name key figures involved in the persecution, and the names of the Muslims who were being persecuted, stating that it included slaves and those without tribal protection. They could talk about the type of difficulties they faced, e.g. the physical torture, and give an account of the persecutions. They could also mention the migration to Abyssinia and the social and economic boycott.

Good answers will be able to present their narratives in a clear and comprehensive manner without confusing details.

Answers about the Prophet's persecution will not be credited.

(b) Answers should reflect on the accounts the candidates have given in part **(a)** and be able to put their answers in a modern context. They may be able to say e.g. that these stories tell Muslims to remain patient in times of difficulty, but the better answers will be able to show depth and understanding, e.g. Muslims facing hardships now should look at these examples to compare the difficulties they faced/these examples allow Muslims to reflect on how they behave in times of difficulty or oppression. These stories can be a source of encouragement and comfort if Muslims can see that the first generation of Muslims went through these hardships. Better answers will be able to give definite examples from the lives of Muslims or the world they live in.

Better answers will refer to **(a)** but not repeat the description.