UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIO

International General Certificate of Secondary Education

0493 ISLAMIYAT

0493/42 **Paper 42**

Due to a security breach we required all candidates in Pakistan who sat the paper for 0493/02 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

0493/42 Paper 2, 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.

1 Choose any two of the following Hadiths, and:

(a) Describe their teaching about what Muslims believe;

(b) Explain how Muslims can put these teachings into action

(i) Hadith 5
Every person's every joint must perform a charity ever
justly between two people is a charity; to help a man wit
hoisting up his belongings onto it is a charity; a good word is a charity; every step you take to prayers is a charity; and removing a harmful thing from the road is a charity.

(ii) Hadith 9
No one eats better food than that which he eats out of the work of his hand.

(iii) Hadith 18
He who has in his heart as much faith as a grain of mustard seed will not enter hell, and he who has in his heart as much pride as a grain of mustard seed will not enter paradise.

(iv) Hadith 15
God will not show mercy to him who does not show mercy to others.

(a) (i) Social responsibility is one of the teachings of this Hadith. Muslims should care for the needs of their fellow Muslims and everyday acts of kindness carry the reward of charity. Good answers will be able to distinguish that charity does not refer to fulfilling the material needs of others only but showing concern for fellow beings at all times.

(ii) Earning honestly and lawfully through hard work is the recommendation of this Hadith. Reliance on others and begging are strongly discouraged in Islam and the teaching is to live within one's means.

(iii) Faith and pride cannot co-exist. When a person embraces Islam they submit to the will of God and shun all pride. With even a tiny amount of faith in one's heart a person will remember God and be mindful that Muslims are answerable to him and will stop from wrong doings whereas a tiny bit of arrogance will make a person feel that everything is in their control and make them unmindful of God.

(iv) The rights of fellow human beings have been stressed upon by both God and his Prophet and a Muslim's treatment by God will depend on how they treat others.

(b) (i) A range of answers could be given to show how the teac into action. From enquiring after someone's health, to giv to speaking a word of kindness to someone, the list is should be credited.

(ii) Again candidates could give a range of answers sho Hadith can be put into practice. Examples from the P companions showing how the teaching of this Hadith w be given by candidates or examples from the present da

(iii) Muslims should actively resist giving place to pride in their hearts and minds and they can do this by copying the Prophet's example, such as humility in their manner, dress and behaviour. Candidates could answer this part question from a variety of perspectives and as long as they are relevant to the question and the Hadith they should be credited.

(iv) By practising brotherhood in everyday life Muslims anticipate God's mercy. Muslims should always remember that God is most forgiving and must try to be forgiving in their own life. Examples from the Prophet's life or the candidates own experiences/ the lives of Muslims in present times could be given in this part of the answer.

These are not the only points candidates can mention. This question is about <u>how</u> Muslims can put the teachings into action, credit should not be given for a simple description of the teachings.

2 (a) From the set Hadiths outline the Prophet's teachings about the conduct of the individual in the community. [10]

A basic answer to this part of the question will refer to a few Hadiths but will not show a confident understanding of the meanings or what teachings they hold for Muslims about their conduct. There is scope in this answer for candidates to refer to Hadiths from both the themes; individual conduct and life in the community. Marks should be given where there are clear references to relevant Hadiths and where some attempt has been made to understand and express the teachings of Hadiths about the conduct of the individual in the community. Good answers will quote and describe Hadiths and say how the Prophet's teachings give Muslims the knowledge of how to deal with others with care and humanity, how they tell a Muslim about the right way of dealing with widows, orphans and the vulnerable in life, the importance of earning an honest living through the work of one's own hands etc. Answers that show clear knowledge of the teachings of the Prophet are the ones that will get to the top levels.

(b) How does following the example of the Prophet in one's behaviour towards others affect the community? [4]

A variety of answers could be given in answer to this part, from there being brotherhood in the community; to the protection of the rights of the vulnerable; to no one being left in poverty and need etc. All valid answers should be credited. Some candidates may well give an example of how by following the Prophet's example a positive change was brought in society in the present times.

3 (a) Outline the main observances of the annual pilgrimage (

An attempt to answer this part of the question would be to giv without too much detail and not in the correct order. Some clearer account of the main days of the pilgrimage with som main observances could include:

- *Ihram*: preparation, entering into a purified state at prescr
- *Tawaf*: at the beginning and end of *hajj*
- *Sa'y*: running between the hills of *Safa* and *Marwa*
- Night spent at *Mina*
- *Wuquf*: stay at Mount *Arafat* on the 9th day of *hajj*
- Proceeding to the valley of *Muzdalifa* to spend the night and collect pebbles for the stoning of the 3 pillars representing satan at *Mina* the next morning
- *Udhiya*: sacrifice at *Mina* on 10 *Dhu al Hijja*
- The cutting of the hair and coming out of *ihram*

Good answers will describe the sequence of observances with accurate details and may give quotations.

(b) How does *Hajj* encourage a sense of equality amongst Muslims? [4]

Here candidates could reflect on how millions of people from all over the world, from different walks of life come together for one reason. They could go on to expand this by saying that all take part in the various observances of *Hajj* with the sole intention of fulfilling their obligation and to seek God's forgiveness. All valid responses which bring out the sense of equality promoted by the annual *Hajj* need to be credited.

4 (a) Describe how and why Muslims celebrate *Eid al-Fitr* and *Eid al-Adha*. [10]

Eid al- Fitr takes place on 1st of *Shawal,* after the completion of fasting during the month of *Ramadan* and *Eid al-Adha* is celebrated on 10th of *Dhu al hijja to mark the completion of Hajj.* Candidates could then go on to write in detail about the way in which these two *Eids* are celebrated. It is the detail and development in the answer that will take the candidates to the higher levels. Very good answers could also describe in some detail the *Eid* prayers and both the *khutbahs* of *salat al-eid.* Both *Eids* are referred to in the Qur'an and are part of the Muslim calendar could also be referred to in the answers.

(b) How do the two *Eids* bring the Muslim community together? [4]

Candidates could say that the *Eids* are a practical example of brotherhood. The Muslim community gets together for the *Eid* prayers and shares each other's joys and troubles which brings them closer together. Candidates could say that *sadaqatal-fitr* is given before the prayers at *Eid al-Fitr* which helps the less fortunate in the community to meet their needs and again at *Eid al-Adha* the meat of the sacrificed animal is distributed among the poor. Festivities shared also bring the community together. These and all other valid points should be credited.

5 (a) Give an account of the following two battles during the r

- **Battle of Qadisiya;**
- **Battle of Yarmuk.**

The answer for this question needs to be read as a whole a 5 × 5 between the two battles. Information about the dates, events, outcome etc. are given below. All valid answers given

Battle of Qadisiya

- The battle was fought in 636.
- The last Sassanid king Yazdgard rose against the Muslims to recapture the territories lost in the battle of *Buwayb.*
- The Persian army of 60,000 men which also included an elephant corps and a large cavalry battalion was led by Rustum
- Sa'ad ibn Abi Waqqas commanded the Muslim army of 30,000 men. He was ill at the time and directed the operations from the sick bed.
- The three options were put before the Persian emperor before the start of hostilities; accept Islam; pay *jizya* or wage war, he chose the third option
- a stand-off lasting 3 months took place with skirmishes against border settlements in which the Muslims were successful and during which time there were desertions and defections from the Persian side
- A fierce battle finally ensued lasting 3 days resulting in the death of Rustum as he tried to swim to safety and the Persians were routed, Sa'ad chased them to *Babal* where they sought refuge and then after a 2 month campaign Muslims captured *Mada'in* the Persian capital. The emperor and his family and nobles fled.
- Two thirds of the Persian army was killed and the Muslims lost a fifth of their men in this battle.
- This was a decisive battle in the history of Islam, it shattered the strength of the Persian Empire and many people of the conquered areas accepted Islam. Following this victory the whole territory between the Euphrates and the Tigris came under the Muslims.

Battle of Yarmuk

- When the reports of the fall of Damascus, and defeat Heraclius he was determined to recover Palestine for Chr
- He issued orders to mobilize troops from all corners of h the Roman emperor sent an army of 260,000 men again
- Khalid ibn al-Walid began to group his forces along the R
- Negotiations between the two armies were held in whic the Muslims and even offered Muslims large amounts returned to Arabia.
- The offer was turned down and the usual 3 options were given to the Romans; Islam, *jizya* or war. They chose the third.
- The war strategies of the Muslim commanders paid off and the battle lasted 6 days. By the afternoon of the 6th day only one third of the Byzantine army remained, the rest had either been killed or had fled. The Muslim loss of life was 3000 men besides those who were grievously wounded.
- The battle of *Yarmuk* was a great victory for the Muslims. The power of Byzantine was completely crushed and Syria fell in the hands of the Muslims. Heraclius moved his capital to Constantinople.
- The city of Jerusalem, which was besieged by Amr ibn al A's since the *Yarmuk* conflict and had withstood surrender, with the arrival of Abu 'Ubaydah realised the futility of their position and agreed to surrender but only to the caliph.

(b) Was 'Umar better as a military leader or as an administrator? [4]

Candidates can choose either of the two choices given or say that he was both an excellent military leader as well as an administrator as long as they back up their point of view with reasons. Good evaluation is what will get them the higher levels.