CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Educatio

MARK SCHEME for the May/June 2015 series

0493 ISLAMIYAT

0493/12 Paper 1, maximum raw mark 50

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Candidates must answer **Question 1, Question 2** and **two** other ques

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

(1) Sura 41.37
37. Among His signs are the night and the day, and the sun and the moon. Adore not the sun and the moon, but adore Allah, who created them, if it is Him you wish to serve.

(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 41.37
The main themes are: God as Creator; God's signs; *tawhid*/Lord of mankind
Candidates will develop these themes in their own way, e.g., saying God creates and controls everything; the order of the sun and the moon are God's signs for humankind. They are signs of His power; only He should be worshipped; no-one is equal to Him. It is a negation of paganism; the sun and moon are not to be worshipped.

(2) Sura 42.4–5
The main themes are that God is the greatest, the most high; God is the Creator; forgiveness and guidance are given from God to humanity.
Candidates will develop these themes in their own way, e.g., saying the heavens are almost torn apart due to His greatness above them and associating partners with Him; He is the owner of everything because He created it; the angels pray for the guidance of humans on earth, as it is God who is the forgiving, the merciful.

(3) Sura 112
The main themes are: God as one: *tawhid*; God being eternal; God being unique.
Candidates will develop these themes in their own way, e.g., by saying this is the main sura relating to *tawhid*, although there are others. This one was specifically revealed to describe *tawhid*; it describes how God is the only One god and that He does not have a beginning nor end; God is unlike anyone or anything in creation. He has no partners or family; it forms one of the suras of protection.

These are examples candidates can write about, they should be credited for other, relevant answers. Candidates should show how the theme(s) they choose is distinctive in that passage. The best answers will have a few themes with development.

(b) The importance of these themes.

(1) Sura 41.37
The importance is that it creates a strong link with God so Mu
anything/anyone else, famous people, money, etc., and they
from committing shirk.
God's signs invite Muslims to observe their environment. Cre
get closer to Him.
Reminds humankind that He is the creator of all things.

(2) Sura 42.4–5
The importance here is that God tells humankind of his power and control over all things so they should remember that they do not have any power in comparison.
God is Merciful, so Muslims have someone to turn to in times of need, when they are worried about exams, having an operation, etc.
As God is Merciful to humankind, they in turn should be grateful and also try to be forgiving of others, even if they have been hurt or injured.

(3) Sura 112
The importance of stressing the Oneness of God is so that people do not take other people or created things as their Lord, so should not replace God with things like famous people/saints or the sun or moon.
It ensures they know that God does not have family, so they will avoid making the mistake of believing in God having children or a partner, or anyone to share in His authority.
Gives them clarity and allows them to develop a relationship with God.

Candidates can mention other points with examples or personalising passages to their own/Muslims' lives, could take them higher up the levels.

2 (a) Using Qur'an passages from the syllabus, describe what God's responsibility to His creatures and their duties tow

(b) 'The Qur'an teaches that humans should be responsible t Give reasons to agree or disagree with this statement.

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

(a) The suras which are in this section of the syllabus are Sura 1, Sura 2.21–22, Sura 96.1–5, Sura 99, Sura 114.

Candidates should choose themes from at least two prescribed passages from the syllabus to write about. They can reference other passages to support their answer, but it is not necessary for them to be able to gain high levels.

Candidates should give reference to the suras and how they talk about God's creation. They could mention how the suras that they have studied allow humankind to see the link between them and God. This link can be talked about in different ways, e.g. what God has given humankind and what God expects from humans in return. They should be able to give specific examples, e.g. God giving knowledge to humans; God judging humankind for their actions.
They could also say that the passages teach Muslims about the provision God has given them, as well as the fact that they have a responsibility to God and fellow creation and they will be accountable for their actions. These passages should help Muslims to remember their Lord and be grateful for what they have been given.
Candidates should elaborate on these points using examples.

(b) Candidates can choose to agree or disagree but they have to give a reason for their choice.
If they agree they could, for example, say that God has given humankind everything it needs for its survival and comfort, and they should not abuse this privilege by being ungrateful or wasteful.
If they disagree they could say, e.g., that everything has been provided by God and it is there to use for humans' benefit therefore there is no sin in using it how they please, or that everything is known by God therefore humans do not need to worry about how they act, as God can restore whatever is depleted.

3 (a) Give an account of the way in which the Prophet started t few years after he began to receive the revelation.

(b) Was it significant that the Prophet began preaching the

(a) Answers should focus on the Prophet's deliverance of th events of the revelation itself, although brief mention of it

After the Prophet received his first revelation in the cave of Hira, he only told his wife Khadija and her cousin Waraqa bin Nawfal, about the event. Khadija was the first to accept the message. Waraqa confirmed the prophethood, and for some days there was a break in revelation. After verses from sura Mudaththir were revealed to him, the revelation came frequently and regularly. The main message at this point was to reject idols and believe in one God.
For three years the Prophet taught and practised in secret. The first converts were those who were close to him in his household, such as Khadija, Zayd bin Harith and 'Ali ibn Abu Talib. After this Abu Bakr the Prophet's close friend, converted. Abu Bakr invited many people to Islam, and many prominent companions became Muslim through him.
The Prophet would meet and teach these new converts in secret from the revelations he was continuing to receive. The Muslims prayed twice a day and would retreat to the mountains to do so.
After there were more than 40 or so converts it could not be kept a secret any more. Then sura 26:214 was revealed to preach the message openly. He called his own clan to dinner; Abu Lahab rejected the message while Abu Talib promised protection. Then the Prophet called the people of Makka to the mount of Safa and told them about the new faith and believing in one God. His message was rejected. After this persecutions started on the early converts but Makkans continued to convert to Islam.

Candidates should give details in their answer and need to avoid giving a narrative about the persecutions.

(b) Candidates could say that it was significant because the message was new and so the Prophet and his closest followers needed time to get used to it. Also, they did not know how the Quraysh would react so it was better to wait until they had some strength in numbers before openly preaching. It was also better to wait until they were guided by God to preach Islam openly.

Candidates could also say that it was not significant, for example, because they were only preaching in secret because they were unsure about the message, or had very little to tell people in terms of what had been revealed.

Candidates can offer their own answers but need to give reasons.

4 (a) Write about the main events of <u>two</u> of the following battle Tabuk.

(b) Choose <u>one</u> of the four battles mentioned and explain wh learn from it.

(a) Khaybar: fought in 628 (7AH) against the Jews who had broke Muslims; Muslim army caught the city by surprise; 'Ali was give attacked the first fort of Naim; this was taken and the Muslims carried on until they reached the most powerful fort, An-Nizar/Qamus; 'Ali is said to have moved a door by himself which would have taken many men to move; Jewish leader was killed; Jews requested they stay in the oasis and in return give half their produce to the Muslims; battle strengthened the Muslims and the Prophet's leadership.

Mu'ta: this was the fiercest battle during the Prophet's lifetime; fought in 629 (8AH); The Prophet had sent Al-Harith bin 'Umair al-Azdi carrying a letter to the ruler of Basra; he was intercepted and killed by the governor of al-Balqa'; the Prophet mobilised an army of 3000 men; people near the scene of al-Harith's murder would be invited to Islam and if they accepted no battle would ensue; Zaid bin Haritha was to lead the army, Ja'far bin Abu Talib would replace him, and 'Abdullah bin Rawaha would replace Ja'far if he fell; Heraclius sent 100,000 troops with another 100,000 from tribes allied to the Byzantines; Khalid bin Walid stepped up to take leadership and showed his skills as a strategist; the Muslims gradually retreated and the Byzantines, thinking they were entrapped, stopped their pursuit allowing the Muslims to incur minimal casualties.

Hunain: The sects of Hawazin and Thaqif did not want to submit to Islam so they decided to fight against the Muslims; the Prophet marched to meet them with 12,000 men; the enemy were already waiting for the Muslim army, hiding and waiting to hurl stones and arrows at them; when this happened, the enemy attack became fierce and the Muslims started to retreat; the Prophet called his troops back and they went on to defeat the army; because their leader Malik bin 'Awf had told everyone to take their families and belongings with them, the Muslims captured huge spoils of war. This battle is mentioned in sura tawba, v25.

Tabuk: took place in 9AH; the Byzantines were wary of the growing Muslim power and wanted to defeat them before they became too big or powerful to conquer; the Nabateans brought news to Madina of a big and powerful army that Heraclius was preparing; the Prophet made a decision to go to war and meet the Byzantines on their border; they marched to Tabuk with 30,000 men; the Muslims had donated generously for this expedition; they faced many hardships on the way; once at Tabuk they stayed some days, but the Byzantine army did not arrive; the Prophet took control of some of the tribes on the border; on return to Madina the Muslim's reputation as a powerful force reached far and wide, and many delegations came to visit him after this event.

Not all of the above needs to be mentioned, but most of points should be made as well as development of the points to give depth to the answer.

(b) Candidates can choose any battle to write about, even if they have not written about it in part **(a).** They can offer a number of lessons for Muslim leaders, but they should try to give detail/ explain their answers in an evaluative manner.

5 (a) Write about the Prophet's wife Aisha during the lifetime o

(b) 'Aisha is a role model for Muslim women around the worl disagree with this statement, giving reasons for your ans

(a) Candidates should give a detailed narrative about the life of A the Prophet.

Answers will be able to mention key events from her life, such as her early marriage to the Prophet, her youth and good memory which allowed her to remember and teach many of the sayings and events from the life of the Prophet, as well as teaching the way of Islam whenever a new revelation was given. Due to her closeness to the Prophet, and her great memory, she became one of the greatest narrators of hadith. She was the daughter of the Prophet's close companion, Abu Bakr, and became the Prophet's third wife. Candidates should also mention that she took part in major battles, mainly Uhud, and should talk about the events that surrounded the necklace controversy after which a revelation was revealed about her (Nur:11–19). Candidates should also know that the Prophet was with her when he passed away.
Good answers will be able to present their narratives in a clear and comprehensive manner giving details of the exact events, and should refrain from giving details about her life after the Prophet's death.

(b) Candidates should say whether they agree with the statement or disagree with it, and then give reasons for their answer.

They could say, e.g., that she is a role model because she was one of the main teachers of hadith, having narrated over 2000 hadith, and that men and women came to learn from her but it didn't take away from her religious obligations.

Or they could say that she is not a role model because e.g., men and women now need modern role models that are more relevant to their lives so it is easier to understand them. The Shi'i point of view could also be mentioned, and valid answers with explanation should be credited.

Relevant answers with reasons should be credited.