CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

0493 ISLAMIYAT

0493/13 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 October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

LEVELS OF RESPONSE

The statements which follow should be used to determine the approp objective. They should be applied as appropriate to the question and of an average 16 year old.

The guiding principle for Examiners in applying the Mark Scheme t concept of Positive Awarding. Therefore, **marks should be awarded reasonable interpretations of the question.**

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

AO1 (Knowledge – part (a) questions)

Question **1(a)** has a maximum mark of 4 and questions **2–5** have a m

Level	Mark Question 1	Mark Question 2	Level D
4	4	8–10	**Very Good/Excellent.** A thor substantial response. Demon highly accurate knowledge of detail and with evident experti verses and Hadiths to support and illustrate points made. Comprehensive and thoughtful.
3	3	5–7	**Good.** Addresses the question confidently and coherently. Demonstrates sound, detailed and generally relevant and accurate knowledge of the subject matter in great detail. Covers the main points. May quote Qur'an verses and Hadiths to support points made.
2	2	3–4	**Satisfactory.** A fair, mainly relevant but generally undeveloped response. The candidate demonstrates some factual knowledge, which is fairly accurate and slightly wider than at basic level. Some of the main points are covered but lack substance.
1	1	1–2	**Basic.** An attempt to answer the question, but lacks potential and/or is unfinished. Very limited knowledge of the subject. Response includes only a small amount of relevant material, or mainly irrelevant points. Facts are reported in basic outline only, often inaccurately, though some credible points are made.
0	0	0	**Irrelevant.** No apparent attempt to answer the question set, or a wholly irrelevant response. Totally illegible.

AO2 (Understanding – part (b) questions)

Level	Mark	Level Descriptor
4	4	**Very Good/Excellent.** Demonstrates a wide and thorough understanding of what the question asks. Recognises fully and can explain the significance of material used in answer. Can reason, evaluate and discuss in a thoughtful, mature manner.
3	3	**Good.** Understands the significance of the question. Seeks to move clearly beyond a purely descriptive approach, demonstrating touches of maturity and a willingness to engage with and discuss the material.
2	2	**Satisfactory.** Response is descriptive but makes some effort to offer evaluation. The candidate attempts, though with limited success, to move beyond a purely factual approach, with some limited discussion of the material.
1	1	**Basic.** Limited understanding of the subject. The candidate's response is descriptive and immature, with no attempt to discuss or evaluate the material.
0	0	**Irrelevant.** No response submitted, or clearly lacks any understanding of the subject matter.

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 par
order to give a mark for AO2 you will have to read both part (

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 114

1. Say: I seek refuge with the Lord of mankind, 2. The King of mankind, 3. The God of Mankind, 4. From the mischief of the whisperer who withdraws, 5. Who whispers into the hearts of mankind, 6. Among jinns and among mankind.

(2) Sura 5.110

Then will Allah say: 'Jesus son of Mary! Recount my favour to you and to your mother. Behold! I strengthened you with the holy spirit, so that you spoke to the people in childhood and in maturity. Behold! I taught you the Book and Wisdom, the Law and the Gospel. And behold! You make out of clay, as it were, the figure of a bird, by my leave, and you breathe into it and it becomes a bird by my leave, and you heal those born blind, and the lepers, by my leave. And behold! You bring forth the dead by my leave. And behold! I restrained the Children of Israel from you when you showed them the clear signs, and the unbelievers among them said: 'This is nothing but evident magic.'

(3) Sura 108

1. To you have We granted abundance. 2. So pray to your Lord and sacrifice. 3. For he who hates you, he will be cut off.

(a) What are the main teachings?

(1) Sura 114

Good answers to this passage will talk about God's power and His ability to protect humans from the various evils of the world, from jinn and men. God is all-powerful so He can help humans resist temptations which come from different sources. Because nothing is greater than God, he can protect from the whisperings which prompt humans to do and think bad.

(2) Sura 5.110

This passage talks about God's relationship with his messengers, in this case the prophet Jesus. Candidates could talk about God's power and authority over all things, that it is He who allows all things to happen. He gives his prophets miracles and powers as a reflection of His power, but also to help them. Just as He helps them in their guidance for people, He also protects them from harm.

(3) Sura 108

Good answers for this passage will talk about God's mercy/generosity and his relationship with the Prophet Muhammad. Answers may talk about how God has

granted the Prophet success, and because of this the continue to show loyalty to God even in times of diffic prophets. It was also revealed as a consolation to destruction of his opponents.

The above answers are not the only answers that co should be allowed to develop/show other relevant them also give comparisons with themes of other passages. for well written answers offering a variety of themes.

(b) The importance of these themes for Muslims.

(1) Sura 114

These teachings tell Muslims about God's power which means He can protect against everything. His infinite power makes Him a refuge against the evils mentioned and this sura is specifically recited for protection. This is important for Muslims now who worry about things they think will harm them in their families or jobs, etc.

(2) Sura 5.110

Candidates could mention that these teachings reaffirm for Muslims the prophethood of Jesus and the power of God to do as He wills. It helps Muslims understand that God will always help them when in need, so they should remember Him often, by praying, supplicating or doing good deeds, etc. They should remember that God is able to do anything so Muslims should have faith when asking for His help, and ask for anything that they need.

(3) Sura 108

Answers could give an insight into how the relationship between God and the Prophet has lessons for Muslims. Muslims today are that future generation of followers that was given to the Prophet, and so this sura gives hope to people in times of need. God always intervenes in times of difficulty so Muslims should always remember to look to Him for help and support, and not feel disheartened in times of difficulty, e.g. during illness or oppression.

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 experiences of <u>two</u> prophets you hav including the Prophet Muhammad).

(b) What lessons can Muslims learn from these stories?

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

(a) The suras which are in this section of the syllabus are Su 5.110, Sura 93, Sura 108. Candidates do not have to use these suras, there are other passages that talk about the lives of the prophets.

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

Candidates could write about the prophets Adam, Jesus or Abraham, from the syllabus, or other prophets they may have studied from the Qur'an. They should give a detailed narrative about what difficulties they faced, their relationship with God, and how they were helped by Him.

Better answers will give specific and accurate details as well as some quotations.

(b) Good answers here will give a thoughtful insight as to how these experiences can provide examples for Muslims.

Saying that Muslims, e.g., depend on God and should be patient, is not enough, candidates should expand on these ideas and say why or how they could be patient, giving concrete examples. Any relevant answers should be credited as long as they provide evaluation.

3 (a) Write about the Prophet's night journey and ascension [a

(b) How did this journey help the Prophet in his mission?

(a) Candidates should talk about the events of the night journey as

They could talk about the Prophet being woken from his sle
Makka to Jerusalem by the angel Jibril. They could mention
way, the prophets that he met, the questions that he asked Jibril, and the fact that he led the prophets in prayer. They should also go on to mention that he was taken through the heavens and was finally in the presence of his Lord. He was given the five daily prayers.
Answers should also mention that this all took place in one night, and what the people of Makka said when he told them about his journey.

(b) Candidates should give thoughtful answers as to how this event could have been beneficial for the Prophet.

They could mention that it gave him comfort after a period of difficulty in Makka, and he realised God had not left him.
It gave him the encouragement he needed to carry on preaching in the face of continued opposition.
It allowed him to see what he, and all Muslims, should be striving for which gave him renewed strength.
He realised his status amongst prophets (as seal of the prophets, he led them in prayer), and realised the blessings God had given his community (by giving the five prayers). It confirmed his prophethood as he met with God, going further than anyone else had been.

Candidates do not have to mention all of the above, but should have some depth to any answers they give.

4 (a) Give an account of the migration of the early Muslims to Abyssinia. [10]

(b) What was the significance of this migration for the early Muslim community? [4]

(a) Good answers should be able to narrate the story of the migration to Abyssinia with considerable detail, being able to name the main Muslims involved.

Answers could give an account of the persecution faced by Muslims in Makka and why these persecutions had increased on the Prophet's followers; that the Prophet ordered some followers to go to Abyssinia to seek protection from its just king; 'Uthman and Ruqayya went in the first migration, and later the second delegation was led by the Prophet's cousin, Ja'far Ibn Abi Talib; the Quraysh followed them and asked the king to return them; and what happened when Ja'far spoke and then recited verses of Sura Maryam to the king.

Excellent answers will give in-depth details of the story as it happened, name the Muslims who migrated, as well as saying why these particular Muslims took part.

(b) Candidates could mention that the Muslims being persecuted their religion in Makka, and moving to Abyssinia allowed the willing to renounce Islam were in danger of torture or d safeguarded the new converts to Islam and the future Muslim the Prophet who encouraged them to go. They migrated to completed his hijra.

5 (a) Write about the brotherhood that developed between th in Madina.

(b) How is this brotherhood a good example for Muslim communities now? [4]

(a) Candidates should be able write about the brotherhood created by the Prophet in Madina between the Ansar and Muhajirun.

Good answers will be able to write about the first Muslim community in Madina, saying who the Ansar and Muhajirun were, giving brief details about the emigrants and their difficulties in Makka. They could mention how the emigrants arrived in Madina without many belongings. The people of Madina (the Aws and Khazraj tribes), who had invited the Prophet to their city, were happy to welcome the migrating Muslims. To unite the two groups, the Prophet made them brothers, pairing each of the Ansar with the Muhajirun. Candidates could mention some of the companions who were made brothers of each other, e.g. Abdul Rahman ibn Awf was made the brother of Sa'ad ibn Al-Rabee (of the Ansar); the Prophet took Ali as his brother. In this way the Madinans gave protection and material assistance to their Makkan brothers. The Makkans gave spiritual support to the Madinans, by virtue of the fact they had spent time with the Prophet. The Makkans did not want to be a burden on their hosts as they were used to being traders and so wanted to carry on their work in Madina (e.g. Abu Bakr). Candidates could give details of this relationship using examples of what they shared, and how their relationship developed.

Candidates could also make reference to any Qur'anic ayat relating to these events (9:20; 9:100).

(b) Answers here should reflect upon the relationship between these two groups and write about how it can be relevant to Muslim communities.
Candidates could write about being selfless, sharing material belongings with others (whether to friends/family or charity), or they could mention giving loyalty and protection to others. Good answers will not only give reference to these qualities but will say how they can help improve the Muslim community.