

---

**ISLAMIC STUDIES**

**9013/22**

Paper 2

**October/November 2019**

**3 hours**

No Additional Materials are required.

---

**READ THESE INSTRUCTIONS FIRST**

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **five** questions.

Answer at least **one** question from **each** Section.

You are reminded of the need for good English and clear presentation in your answers.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

---

This document consists of **3** printed pages, **1** blank page and **1** Insert.

You must answer **five** questions in all, **one** question from **each** Section and **one** other question.

### Section A

- 1 Many of the early Umayyad caliphs were very successful in expanding the early Muslim state and maintaining its political unity. Why, then, were they usually regarded as un-Islamic in later times? [20]
- 2 (a) Outline Mu'awiya's rise to power as caliph of the early Muslim state. [12]  
 (b) Explain whether his decision to nominate his son as his successor, and start a dynasty, was good for Islam or not. [8]
- 3 The first 'Abbasid caliph moved the capital from Damascus to his new city of Baghdad. Why did he decide to do this, and what effect, if any, did this have on the Islamic state? [20]

### Section B

- 4 (a) Outline the use of the Hadith in the legal teachings of any **two** of the founders of the Sunni law schools. [12]  
 (b) Explain how **one** of these two founders understood the relationship between the Qur'an and the Hadith. [8]
- 5 Why are the compilations of Hadith made by al-Bukhari, Muslim ibn al-Hajjaj and their contemporaries more useful for legal purposes than compilations made earlier? [20]
- 6 The Mu'tazilah favoured the use of reason in religious thinking. Explain why some Muslims thought this a threat to Islam as a faith. [20]

### Section C

- 7 (a) Outline the role of the figure of the Imam in Shi'i Islam as teacher, model and spiritual guide. [12]  
 (b) Explain the significance of the Twelfth Imam in Shi'i Islam. [8]
- 8 (a) Outline the main structure and themes of al-Ghazali's *Ihya' 'Ulum al-Din* ('The Revival of the Religious Sciences'). [12]  
 (b) Why is this often thought to be one of the most important books ever written by a Muslim? [8]
- 9 By referring to the concepts of reason and revelation, explain the main differences between Muslim philosophers and theologians. [20]

**Section D**

- 10 (a)** Outline the major differences between Salafi thinking and the teachings of Muhammad Abduh. [12]
- (b)** Which in your opinion is more suited to meet current needs in the world? Give reasons for your answer. [8]
- 11** Explain how Muslims, who live in countries where the majority are non-Muslims, can both participate in wider society and also remain committed to the teachings of Islam. [20]
- 12 (a)** The Qur'an directs that Muslim men and women should dress modestly. Outline how Muslims in a country or community you know put this into practice. [12]
- (b)** In terms of modesty in the way they dress, do you think Muslim women are treated equally to men? [8]

**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.