



**Cambridge Assessment
International Education**



Interactive

Learner Guide

Cambridge O Level Islamiyat 2058

For examination from 2021



Version 1

Cambridge
Pathway 

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About this guide

This guide explains what you need to know about your Cambridge O Level Islamiyat course and examinations.

It will help you to:

- ✓ understand what skills you should develop by taking this O Level course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ plan your revision programme
- ✓ revise, by providing revision tips and an interactive revision checklist (Section 5).

The Islamiyat course encourages learners to develop lifelong skills and knowledge, including an understanding of the importance of the major beliefs of Islam and of the early history of the Islamic community.

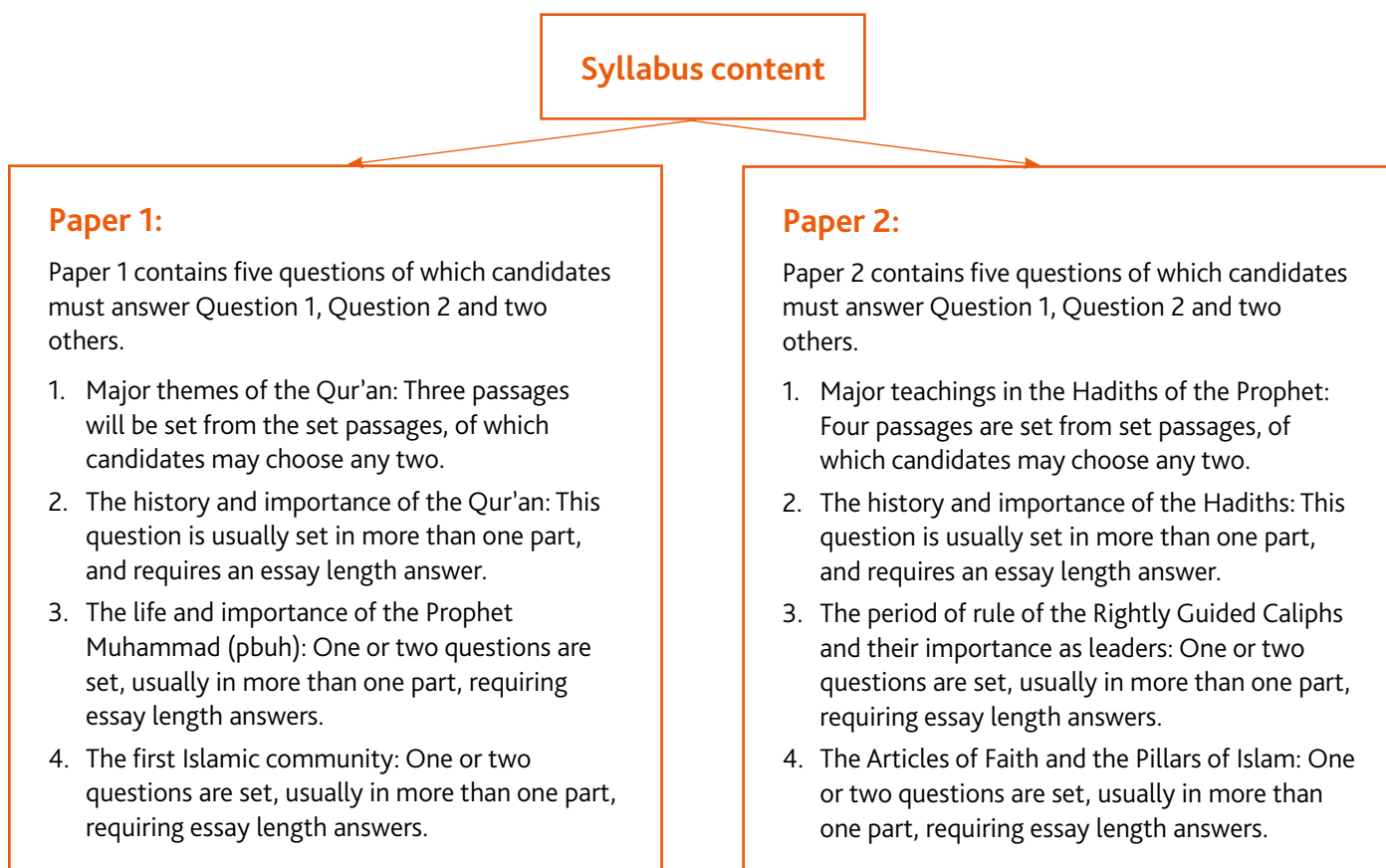
- Learners gain familiarity with the Qur'an and Hadith in Arabic by studying the themes of set passages.
- In Paper 1, they study the history of the revelation and compilation of the Qur'an, and learn in detail about the life of Muhammad (pbuh).
- In Paper 2 candidates continue to develop their familiarity with the Hadiths and study about their transmission and collection. Finally, learners study the rule of the Four Rightly-Guided Caliphs and the main beliefs and practices of Islam.

Throughout the course they develop their understanding of how these beliefs impact on the daily lives and thoughts of Muslims around the world.

Section 1: Syllabus content - what you need to know about

This section gives you an outline of the syllabus content for this course. Ask your teacher for more detail about each topic. You can also find more detail in the Revision checklists of this guide.

The Islamiyat syllabus is made up of two compulsory components, Paper 1 and Paper 2. Paper 1 focuses on the Qur'an, the life of Muhammad (pbuh) and the first Islamic community. Paper 2 focuses on the Hadith, the Rightly Guided Caliphs and the Articles of Faith and Pillars of Islam. You can see the content of each paper below.



The same structure and number of questions applies to both papers, and candidates will be assessed according to the same Assessment Objectives in equivalent questions in each.

Make sure you always check the latest syllabus, which is available at www.cambridgeinternational.org.

Section 2: How you will be assessed

You will be assessed at the end of the course using **two** components:

- Paper 1 on the Qur'an, the life of Muhammad (pbuh) and the first Islamic community (written paper)
- Paper 2 on the Hadith, the Rightly Guided Caliphs and the Articles of Faith and Pillars of Islam (written paper)

Both components are covered in this booklet.

Components at a glance

This table summarises the key information about each examination paper. You can find details and advice on how to approach each component in the 'About each paper' sub-section.

Component	Time and marks	Skills assessed	Details	Percentage of qualification
Paper 1 The Qur'an, the life of Muhammad (pbuh) and the first Islamic community	1 hour and 30 minutes 50 marks	Knowledge and understanding	Answer four questions: <ul style="list-style-type: none"> • One compulsory question about set passages from the Qur'an • One compulsory question requiring an essay-based response • Two further questions from a choice of three, requiring essay-based responses 	50%
Paper 2 The Hadith, the Rightly Guided Caliphs and the Articles of Faith and Pillars of Islam	1 hour and 30 minutes 50 marks	Knowledge and understanding	Answer four questions: <ul style="list-style-type: none"> • One compulsory question about set passages from the Hadith • One compulsory question requiring an essay-based response • Two further questions from a choice of three, requiring essay-based responses 	50%

About the papers

It is important that you understand the different types of question and how you should approach them. Both papers test your knowledge and understanding. Each question is divided into part (a) and part (b).

Part (a) tests your knowledge, and is marked according to the Assessment Objective for knowledge (AO1)

Part (b) tests your understanding, and is marked according to the Assessment Objective for understanding (AO2)

Paper 1: The Qur'an, the life of Muhammad (pbuh) and the first Islamic community

Paper 1 tests your knowledge and understanding. You need to answer **four** questions:

1 Choose any **two** of the following passages from the Qur'an, and:

(a) briefly explain the main theme(s) in each passage [4]

(b) briefly explain the importance of these themes in a Muslim's life today. [4]

Question 1

This is a compulsory question.

Candidates should choose **two** passages and then answer part (a) about each passage.

After completing part (a) for both passages, candidates should then answer part (b).

(i) بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

الْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِیْنَ

الرَّحْمٰنِ الرَّحِیْمِ

مٰلِكِ یَوْمِ الدِّیْنِ

اِیَّاكَ نَعْبُدُ وَاِیَّاكَ نَسْتَعِیْنُ

اِهْدِنَا الصِّرَاطَ الْمُسْتَقِیْمَ

صِرَاطَ الَّذِیْنَ اَنْعَمْتَ عَلَیْهِمْ غَیْرِ الْمَغْضُوْبِ عَلَیْهِمْ وَلَا الضَّالِّیْنَ

(i) 1. In the name of Allah, most gracious, most merciful. 2. Praise be to Allah, the cherisher and sustainer of the worlds; 3. Most gracious, most merciful; 4. Master of the day of judgment. 5. You we worship, and your aid we seek. 6. Show us the straight way, 7. The way of those to whom You have given your grace, not those who earn your anger, nor those who go astray. **(Sura 1)**

(ii) يَا اٰیُّهَا النَّاسُ اعْبُدُوْا رَبَّكُمُ الَّذِیْ خَلَقَكُمْ وَاَلَّذِیْنَ مِنْ قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُوْنَ

الَّذِیْ جَعَلَ لَكُمْ الْاَرْضَ فِرَاشًا وَّالسَّمٰوٰتِ بِنَآءٍ وَاَنْزَلَ مِنَ السَّمٰوٰتِ مَآءً فَاَخْرَجَ بِهٖ مِنْ الثَّمَرٰتِ رِزْقًا لَّكُمْ فَلَا تَجْعَلُوْا لِلّٰهِ اَنْدَادًا وَاَنْتُمْ تَعْلَمُوْنَ

(ii) 21. O people! Adore your Guardian-Lord, who created you and those who came before you, so that you may have the chance to learn righteousness; 22. Who has made the earth your couch, and the heavens your canopy; and sent down rain from the heavens; and by it brought forth fruits for your sustenance; then do not set up rivals to Allah, when you know. **(Sura 2.21–22)**

Qur'an passages

Three passages are given from the Qur'an. These are taken from the set passages in the syllabus.

The passages are printed in Arabic and English.

Candidates should choose **two** passages to answer question 1.

(iii) اِنَّا اَعْطَيْنَاكَ الْكَوْثَرَ

فَصَلِّ لِرَبِّكَ وَاَحْزَرْ

اِنَّ سَانَكَ هُوَ الْاَبْتَرُ

(iii) 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. **(Sura 108)**

Question 1 always follows the same format:

(a) briefly explain the main theme(s) in each passage [4]

(b) briefly explain the importance of these themes in a Muslim's life today. [4]

Paper 1, questions 2 to 5

Question 2

This is a compulsory question. Candidates must answer this question, including both parts: (a) and (b).

Questions 3, 4 and 5

These are optional questions. Candidates should choose 2 questions to answer, and should complete both parts (a) and (b) for each.

- 3 (a) Give an account of the Prophet's migration (*hijra*) from Makka to Madina. [10]
- (b) Why was it significant that one of the Prophet's first tasks was to construct mosques at Quba and Madina? [4]

Answer booklets

Space is provided for candidates to write their answers in the booklet below the questions. Candidates must write their answers in the right sections. If you need to use more space, use the extra space at the end of the booklet. Do not write in any blank space next to another question.

Questions 2 to 5

Each question consists of part (a) for which 10 marks are available. Knowledge is assessed in part (a) (AO1). A longer, essay-style response should be given for this part.

Each question also has a part (b) for which 4 marks are available. Understanding is assessed in part (b) (AO2).

In Paper 1, questions are set about the following topics:

- Major themes of the Qur'an from the passages set in the syllabus
- The history and importance of the Qur'an: this question is usually set in more than one part
- The life and importance of the Prophet Muhammad (pbuh): One or two questions are set, usually in more than one part
- The first Islamic community: One or two questions are set, usually in more than one part.

Paper 2: The Hadith, the Rightly Guided Caliphs and the Articles of Faith and Pillars of Islam

Paper 1 tests your knowledge and understanding. You need to answer **four** questions:

1 Choose any **two** of the following Hadiths, and:

(a) Describe their teachings about what Muslims believe [4]

(b) Explain how Muslims can put these teachings into action. [4]

Question 1

This is a compulsory question. Candidates should choose **two** passages and then answer part (a) about each passage. After completing part (a) for both passages, candidates should then answer part (b).

(i) مَنْ رَأَى مِنْكُمْ مُنْكَرًا فَلْيُغَيِّرْهُ بِيَدِهِ، فَإِنْ لَمْ يَسْتَطِعْ فَبِلِسَانِهِ، فَإِنْ لَمْ يَسْتَطِعْ فَبِقَلْبِهِ، وَذَلِكَ أضعفُ الإِيمَانِ.

Whosoever of you sees an evil action, let him change it with his hand, and if he is not able to do so then with his tongue, and if he is not able to do so then with his heart, and that is the weakest of faith.

(ii) لَا يُؤْمِنُ أَحَدُكُمْ حَتَّى يُحِبَّ لِأَخِيهِ مَا يُحِبُّ لِنَفْسِهِ.

None of you believes until he wants for his brother what he wants for himself.

(iii) إِنَّمَا مَثَلُ صَاحِبِ الْقُرْآنِ كَمَثَلِ صَاحِبِ الْإِبِلِ الْمُعَقَّلَةِ: إِنْ عَاهَدَ عَلَيْهَا أَمْسَكَهَا، وَإِنْ أَطْلَقَهَا ذَهَبَتْ.

He who studies the Qur'an is like the owner of tethered camels. If he attends to them he will keep hold of them, but if he lets them loose they will go away.

(iv) مَا أَكَلَ أَحَدٌ طَعَامًا قَطُّ خَيْرًا مِنْ أَنْ يَأْكُلَ مِنْ عَمَلِ يَدِهِ.

No one eats better food than that which he eats out of the work of his hand.

Qur'an passages

Four passages are given from the Hadith. These are taken from the set passages in the syllabus. The passages are printed in Arabic and English. Candidates should choose **two** passages to answer question 1.

Question 1 always follows the same format every year:

Choose any **two** of the following Hadiths, and

- (a) Describe their teachings about what Muslims believe [4]
- (b) Explain how Muslims can put these teachings into action. [4]

Paper 2, questions 2 to 5

Question 2

This is a compulsory question. Candidates must answer this question, including both parts: (a) and (b).

Questions 3, 4 and 5

These are optional questions. Candidates should choose 2 questions to answer, and should complete both parts (a) and (b) for each.

- 2 (a) Write an account of the compilation of Hadiths during the period of the Successors of the Successors (*tabi' al-tabi'in*). [10]
- (b) Why do you think the chain of narrators (*isnad*) of a Hadith is given so much importance in establishing its genuineness? [4]

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Questions 2 to 5

Each question consists of part (a) for which 10 marks are available. Knowledge is assessed in part (a) (AO1). A longer, essay-style response should be given for this part.

Each question also has a part (b) for which 4 marks are available. Understanding is assessed in part (b) (AO2).

In Paper 2, questions are set about the following topics:

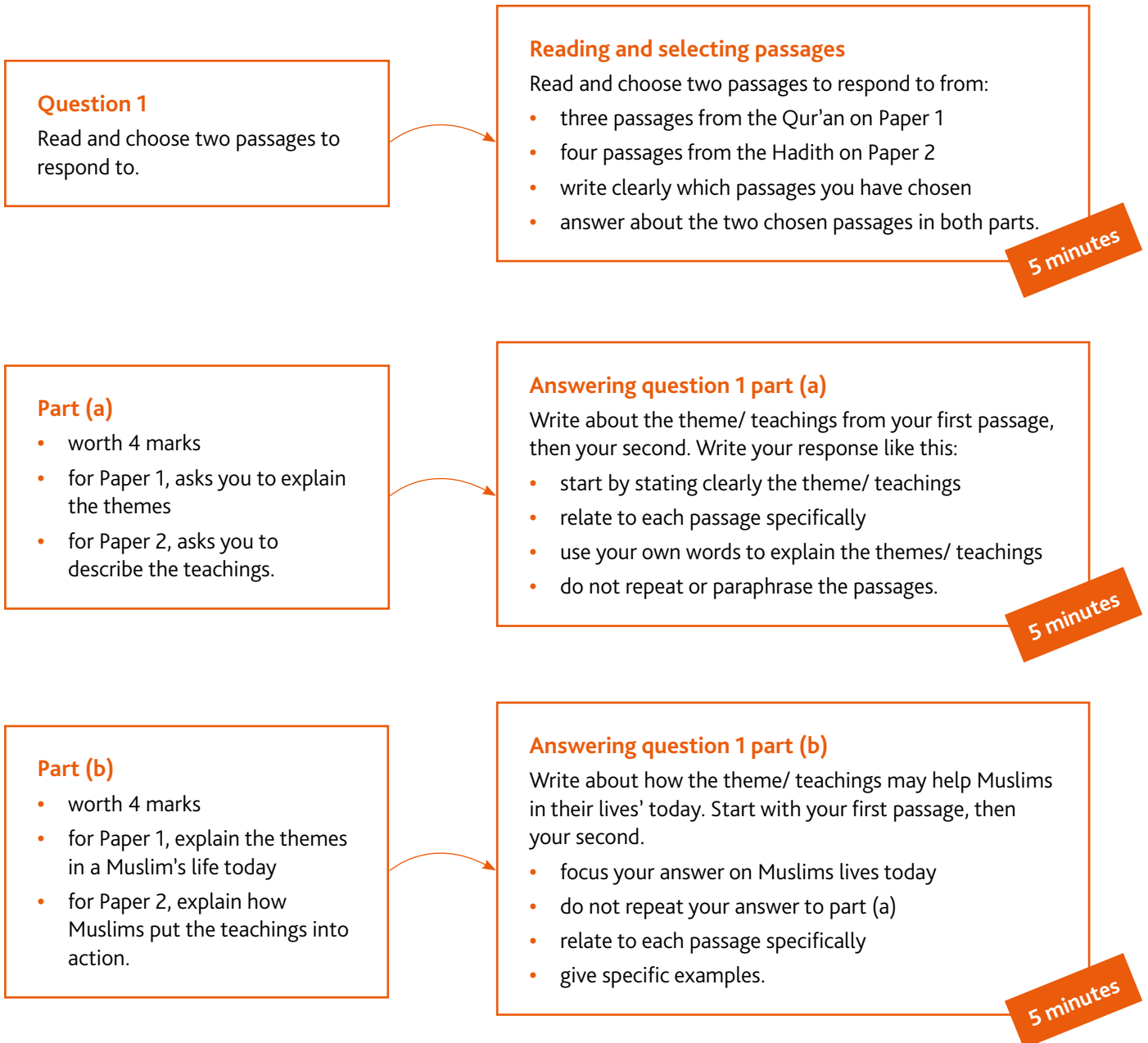
- Major teachings in the Hadiths of the Prophet from the passages set in the syllabus.
- The history and importance of the Hadiths: This question is usually set in more than one part.
- The period of rule of the Rightly Guided Caliphs and their importance as leaders: One or two questions are set, usually in more than one part.
- The Articles of Faith and the Pillars of Islam: One or two questions are set, usually in more than one part.

Question types and advice

- Both papers are one and a half hours each, and you must answer 4 questions.
- 50 marks are available in total for each paper.

Question 1

- 8 marks for question 1, a compulsory question.
- To manage your time well, you need to spend about 15 minutes on question 1.
- Some candidates spend too much time on question 1, then do not leave themselves enough time to answer the other questions.



Question 2 to 5

- Each question is worth a total of 14 marks
- 10 marks for part (a) which requires knowledge (AO1)
- 4 marks for part (b) which requires understanding (AO2)

Question 2

This is a compulsory question. You must answer this question, both parts (a) and (b).

25 minutes

Question 3 or 4 or 5

This is an optional question. Read the three questions and choose the one you think you can answer best.

25 minutes

Question 3 or 4 or 5

This is an optional question. Read the two remaining questions and choose the one you think you can answer best.

25 minutes

For each question

For each question chosen you should complete an answer for part (a) and part (b).

Part (a)

- worth 10 marks
- you can be asked to describe, explain, outline, examine or simply give information
- sometimes you might be asked to refer to set passages
- sometimes you might be asked to choose two or three beliefs, practices, people or events from a given list

about 18 minutes

Write an essay to answer the question. In about 18 minutes, you should be able to write a side of A4 or more.

- write in paragraphs, each beginning with a clear point of knowledge.
- add facts, examples and quotes to support the point you make.
- paragraphs can be up to half a side. Then leave a line and start a new paragraph with a new point.

Part (b)

- worth 4 marks
- you can be asked to explain
- you can be asked to give the importance or significance of something in the development of Islam
- you can be asked to suggest ways in which an aspect might be applied by Muslims in their lives today

about 7 minutes

Write one or two paragraphs to answer part (b) in the time recommended.

- focus on explaining your answer to show understanding.
- do not repeat knowledge already given in part (a).
- engage with the question and present your own ideas and opinions.
- give reasoning to show your understanding.

You have to answer all four questions within 1 hour and 30 minutes.

Try to keep within these timing, so that you give equal attention to all parts of the paper. This will give you the best opportunity to get the most marks.

- question 1 – 15 minutes
- question 2 – 25 minutes
- question 3 or 4 or 5 – 25 minutes
- question 3 or 4 or 5 – 25 minutes

If you have a few minutes left at the end, then re-read and check your work.

Remember:

- You must answer questions 1 and 2.
- You must answer parts (a) and (b) of all the questions you answer.
- You must choose two further questions to answer from questions 3, 4 and 5
- Choose the questions that you can answer most easily.
- You can answer the questions in any order. Try to answer the questions beginning with the ones you feel most confident about.
- You will get more marks by finishing the paper than taking too long on any one question, then not finishing as a result.
- Write your answers in the allocated spaces for each answer. If you need extra space, use the extra pages at the end of the booklet. Do not write in blank spaces next to other questions.
- If you finish early, go back and check your work. You can add more detail if you remember any extra details or facts.

Section 3: What skills will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AO).

AO1

Knowledge

Recall, select and present relevant facts from the main elements of the faith and history of Islam.

68% of marks

AO2

Understanding

Demonstrate understanding of their significance in the teachings of Islam and in the lives of Muslims.

32% of marks

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work. The following table explains what you need to do to show evidence to fulfil each assessment objective.

Assessment objectives (AO)	What does the AO mean?	What do you need to be able to do?
AO1 Knowledge	Recall, select and present relevant facts from the main elements of the faith and history of Islam	<ul style="list-style-type: none"> Explain in full sentences and paragraphs Write a well-structured, clear and comprehensive response Begin each paragraph with a clear point which addresses the question Write relevant points and facts in detail and develop your points with explanation Start a new paragraph for each new point given Back up with facts and one or two relevant quotations from the Qur'an or Hadith, if possible Focus on the specific question set, rather than writing about the topic in general Aim to make your answer thorough and accurate in its coverage of the question
AO2 Understanding	Demonstrate understanding of their significance in the teachings of Islam and in the lives of Muslims	<ul style="list-style-type: none"> Answer the specific question set and show clear understanding of that question Focus on issues of understanding such as significance/importance or as required by the question Show understanding of how the subject of the question affects Muslims today Give personal opinions to engage with the question Use reasoning to show understanding Explain in sentences with reasons given, not just facts Focus on showing understanding, not repeating the facts and knowledge given in part (a)

In all questions:

Part (a) is assessed for **knowledge** (AO1)

Part (b) is assessed for **understanding** (AO2)

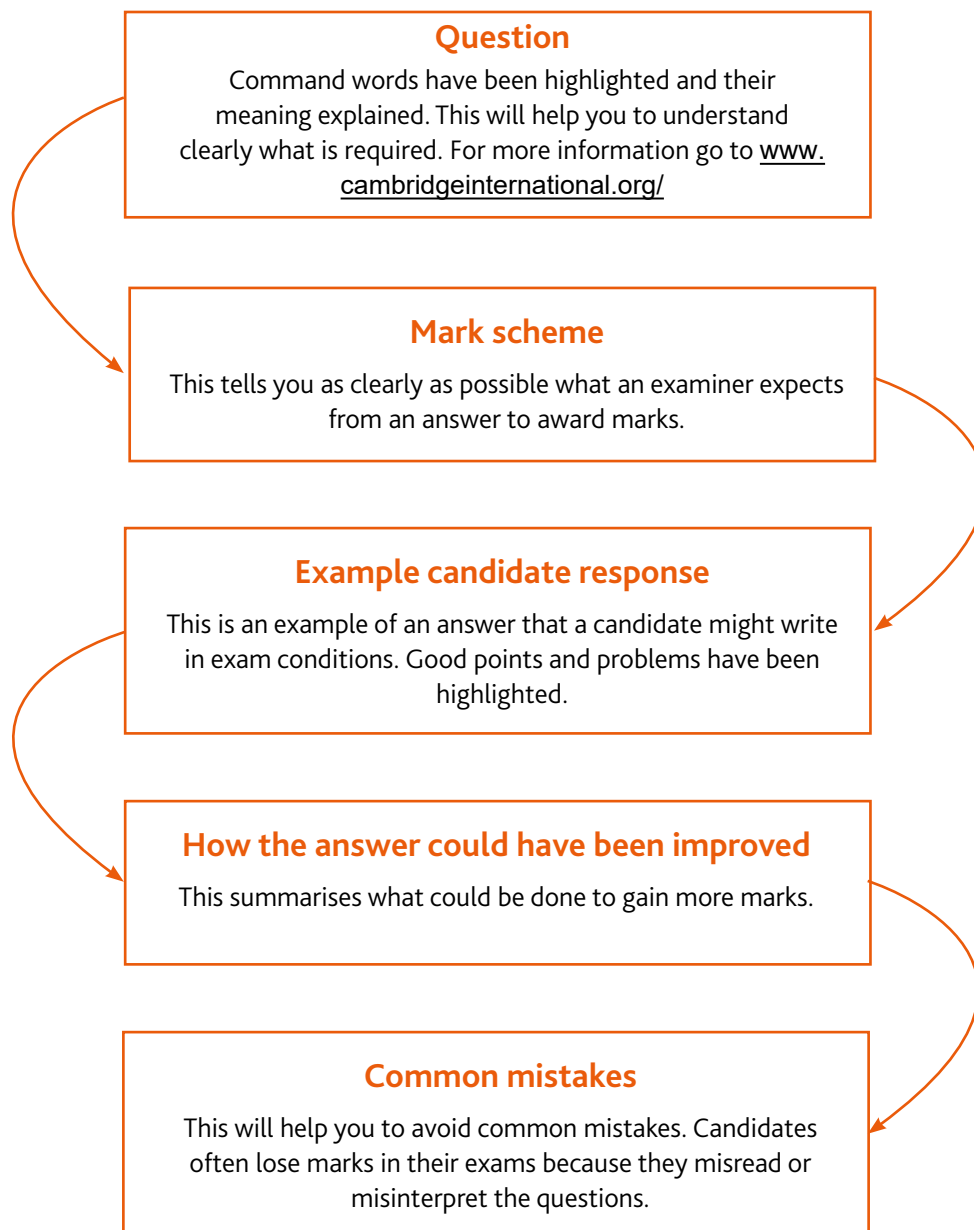
Remember the assessment objective which is being assessed in the part you are answering and address this in your answer. There are no marks to be gained by focusing on the wrong assessment objective.

Section 4: Example candidate response

This section takes you through some example questions and learner responses from a past paper. It will help you to see how to identify command words within questions and to understand what is required in your response. A command word is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, explain something, argue a point of view or list what you know.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is separated as follows:



Paper 1

Question

1 Choose any **two** of the following passages from the Qur'an, and:

(a) briefly explain the main theme(s) in each passage [4]

(b) briefly explain the importance of these themes in a Muslim's life today. [4]

Explain is the key instruction. It means that you have to make something clear so that someone else can understand it. It could be a belief or teaching from the passage, which forms a theme. You could describe in detail and add more to that to help someone understand.

(i) بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

الْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِیْنَ

الرَّحْمٰنِ الرَّحِیْمِ

مٰلِكِ یَوْمِ الدِّیْنِ

اِیَّاكَ نَعْبُدُ وَاِیَّاكَ نَسْتَعِیْنُ

اهْدِنَا الصِّرَاطَ الْمُسْتَقِیْمَ

صِرَاطَ الَّذِیْنَ اَنْعَمْتَ عَلَیْهِمْ غَیْرِ الْمَغْضُوْبِ عَلَیْهِمْ وَلَا الضَّالِّیْنَ

- (i) 1. In the name of Allah, most gracious, most merciful. 2. Praise be to Allah, the cherisher and sustainer of the worlds; 3. Most gracious, most merciful; 4. Master of the day of judgment. 5. You we worship, and your aid we seek. 6. Show us the straight way, 7. The way of those to whom You have given your grace, not those who earn your anger, nor those who go astray. (**Sura 1**)

(ii) یٰۤاَیُّهَا النَّاسُ اعْبُدُوْا رَبَّكُمُ الَّذِیْ خَلَقَكُمْ وَالَّذِیْنَ مِنْ قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُوْنَ

الَّذِیْ جَعَلَ لَكُمْ الْاَرْضَ فِرَاشًا وَالسَّمَاءَ بِنَاءً وَاَنْزَلَ مِنَ السَّمَاءِ مَاءً فَاَخْرَجَ بِهٖ مِنَ النَّمْرِاتِ رِزْقًا لَّكُمْ فَلَا تَجْعَلُوْا لِلّٰهِ اَنْدَادًا وَاَنْتُمْ تَعْلَمُوْنَ

- (ii) 21. O people! Adore your Guardian-Lord, who created you and those who came before you, so that you may have the chance to learn righteousness; 22. Who has made the earth your couch, and the heavens your canopy; and sent down rain from the heavens; and by it brought forth fruits for your sustenance; then do not set up rivals to Allah, when you know. (**Sura 2.21-22**)

(iii) اِنَّا اَعْطَيْنَاكَ الْكُوْبْرَ

فَصَلِّ لِرَبِّكَ وَاَحْرُ

اِنَّ شَانِكَ هُوَ الْاَبْتَرُ

- (iii) 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. (**Sura 108**)

Mark scheme (Learner-friendly version)

Choose any two of the following passages from the Qur'an, and **1(a) briefly describe the main theme(s) in each passage**

This part is marked according to AO1 levels of response. Write clearly, explain points in your own words and do not copy or paraphrase the passages. Start with the main theme listed in the syllabus. Go on to add development, to explain the belief or teaching, and what it means within Islamic beliefs.

Sura 1 - Main themes and development:

- **God's relationship with the created world**
- **God is the Lord of creation** – controls everything that happens in the worlds.
- **God gives guidance to humans** – Muslims should ask God for guidance and help.
- **God is the Merciful to His creation** – and is in charge of judgment.
- **God is One** – the only one who deserves to be worshipped.

Sura 2.21-22 – Main themes and development:

- **God's relationship with the created world** – God created everything.
- **Tawhid** – God alone. People must not worship idols. This is the greatest sin.
- **God as Creator** – deserves worship more than anything.
- **God as Sustainer** – gives us food, water, shade and all we need.
- **being grateful to God** – and accepting all God gave us as well as God's guidance.

Sura 108 – Main themes and development:

- **God's messengers** – God was always close to His prophets.
- **God's relationship with Muhammad (pbuh)** – especially support in hard times.
- Muhammad (pbuh) worshipped and obeyed God even when difficult; so must Muslims.
- This verse gave Muhammad (pbuh) hope.
- His enemies would lose and his mission succeed.

1(b) briefly explain the importance of these themes in a Muslim's life today.

Think from the point of view of Muslims today, and write from this perspective. How do the teachings affect the way Muslims think about their beliefs? How do they help them in daily life? Do not repeat part (a).

This part is marked according to AO2 levels of response. The clearer an answer shows understanding, the better the mark.

Sura 1 – Muslims should:

- Recite this sura in every prayer: 'No prayer is accepted without Fatiha'.
- Communicate with God, ask for guidance, mercy and help in life.
- Submit to God to help develop humility.
- Pray to be guided on the 'straight path', accountable to God.
- Gain confidence in God's mercy and seek God's guidance.

Sura 2.21-22 – Muslims should:

- Take comfort from the natural world and look after it.
- Be responsible for looking after the environment which God has provided.
- Reflect on the natural world and the benefits it holds for people.
- Acknowledge that God gave us everything we need because God is the only creator.
- Be grateful to God and look after the environment in many different ways (give examples).

Sura 108 – Muslims should:

- Keep hope in times of need.
- Have hope of a future in Paradise.
- Look to God for help – as God intervenes in times of difficulty.
- Don't feel disheartened e.g. during illness or oppression.
- Remain steadfast despite difficulties or even being mocked.
- Don't despair because even prophets faced tests and hardships and remained steadfast.

Example candidate response

(a) Main theme

This passage is taken from the surah fatiha. In this passage it is told that Allah has supremacy among all. He is the only creator of the world. He does not stand in need of any of his creations.

Examiner comment: God's supremacy is identified and described, which is evidenced in this passage.

We should follow the path of righteousness and seek Allah guidance. The Qur'an refer that "It is Allah who is free of all wants and worthy of all praises.

Examiner comment: Qur'an supports the description of God's supremacy.

We should serve only to him and that he is the cherisher and sustainer. He is master of the universe and that we should always seek the pleasure of Allah and not his anger for he is the most great.

Examiner comment: The candidate paraphrases and describes the rest of the passage in the last few lines of the answer. This could be improved by explaining the themes further. 'We should...' is more relevant to part b, whereas in part a a focus on evidence for a theme, which in explanation means... is more appropriate to achieve a higher level of response for AO1 Knowledge.

Importance

This theme indicates us to the life our live according to the righteous path and to seek only Allah guidance as he is the master of everything. His guidance takes us to the righteous path.

Examiner comment: General terms as something which Muslims might do in response to the theme. Examples could be given to develop this response in more detail.

We should always thank Allah for his bounties and if ever commit any sin we should not have to lose hope, we should ask for forgiveness from Allah as he is the most merciful and [oft]-forgiving. We have to submit ourselves to him at the day of Judgement where Allah will be the only Judge we should follow his guidance

Examiner comment: Guidance is mentioned here, relating to the last part of the Mark Scheme for this passage. It could be developed in more detail.

and do good deeds so that we shall not have to face his anger on the day of Judgement.

Examiner comment: Asking forgiveness is an extension on the passage, as it is not specifically stated. This answer could be improved by giving examples more clearly linked to the text.

(b) Main theme:

This passage is taken from surah kausar as it was revealed from Allah to the Holy Prophet Muhammad pbuh to console him.

Examiner comment: The background to this passage, a consolation to Muhammad (pbuh), is identified in a clear and relevant first sentence.

When the prophet lost his third son Ibrahim he was upset. The people of [Quraish] made fun of him and mocked him and called him [abtar] a man cut off with no male off spring. He was disturbed and upset by all this when Allah revealed these verses telling him that. Not he his enemies were [abtar]. This shows Allah's love for his messenger and that the prophet never complained of his sacrifice.

Examiner comment: Description of the incident regarding the Prophet (pbuh) is accurate but lengthy. God's love for his messengers is referred to near the end of the answer, which could be expanded upon as major theme in this passage. To improve, this candidate could shorten the description and give more explanation.

Importance.

This passage indicates Allah's love for the prophet and that Allah console every person who faces hardships as he cares for us the most and we should not complain to him about

Examiner comment: The first three lines mention the theme from the passage and the next three clearly relate this to Muslims' lives today, in not complaining and showing patience. Some examples could be added by the candidate to further develop this answer.

anything but we should be patient towards everything and Allah knows everything. Your enemy will be punished by Allah Himself. We should have full faith in Allah and believe that he is our only creator and that He loves us more than anyone. We just have to wait patiently and Allah will deal with everything.

Examiner comment: Some development is made here of the theme of patience, which explains what it may feel like in the lives of Muslims. Again, examples might be given to explain what 'everything', in the last line, means.

Part (a) mark awarded = 2 out of 4

Part (b) mark awarded = 3 out of 4

Total mark awarded = 5 out of 8

How the answer could have been improved

- Part (a) is a Level 2 answer. The candidate shows some knowledge, God's supremacy is identified and described, and a quote given from the Qur'an. The candidate could develop the answer more. More detail could be added; more points made.
- The candidate could shorten the description of the second passage, and write more to explain the theme.
- Towards the end of the answer the first passage is paraphrased from the text. This could be improved by using the candidates own words and focusing on the theme.
- Parts referring to what Muslims should do today ('We should...') should be left out of part (a) and moved to part (b).
- Shorten description and give more explanation: the incident regarding the Prophet (pbuh) is long; God's love for his messengers needs more explanation.
- Part (b) is a Level 2 answer at 3 marks. The response shows clear understanding. There is some evidence that the candidate understands the significance of the question, and adds their own ideas. The answer does more than write about the facts.
- The answer could be improved by linking teachings more clearly to parts of the passages, and giving more detailed examples of how Muslims might apply these today.
- From the first passage, follow the righteous path is identified in general terms. Examples could be given to develop this response in more detail.
- Asking forgiveness is not stated in the passage, so needs explaining and examples adding.

Common mistakes

Part (a)

- Some candidates paraphrase the passage, or copy directly from the passage. Candidates should ensure they use their own words.
- Some candidates write about the passage rather than the theme(s). It is better to start by stating the theme(s) then explain them.
- Mixing up the themes or writing in general about themes. A common mistake is to identify the oneness of God, tawhid, as the theme for all passages. Get the right themes for the right passage.
- Check the syllabus and which themes are stated for each passage.

Part (b)

- Some candidates repeat the themes from part (a). Part (b) is about Muslims' lives nowadays and how the themes relate to Muslims today.
- A common mistake is not to give examples from today's world. Give examples to show your understanding.
- Writing generalised answers is a common mistake. The answer should be about the chosen passage, not any other. It should be specific and include specific examples.

General advice

- Check you chose two passages and clearly label them in your answer.
- Refer specifically to those two passages, not the other and not general themes which could be in any passage.
- Use your own words; do not copy or paraphrase the passages.
- Start with the themes from the syllabus. Check you know which theme is listed for which passage.
- In part (a), explain the themes you identify. Write what they mean. You can give examples or a short quote from a passage to show what you mean.
- In part (b), explain from the viewpoint of a Muslim in today's world. Make sure you don't repeat part (a). Show understanding by referring to Muslims' lives.
- Keep track of time. A total of about 15 minutes should be spent on the whole question, including about 5 minutes for reading and choosing two passages; 5 minutes for part (a) and 5 minutes for part (b). These timings are not exact. But do not go over, or you will not have enough time left for the other questions.
- If there is time, re-read your answer. If a point does not read like you thought it would, or does not make sense, re-write it.

Paper 1

Question

Write an account means to give the main points of a topic, and to write in a detailed essay. An account requires structure, paragraphs and proper sentences, which make sense to the reader. Points need to be explained and examples given to provide the account with thoroughness. It requires you to show knowledge. (AO1)

5 (a) 'Prophets played a central part in conveying God's message to humanity.' Write an account of Muslim belief in prophets. [10]

(b) Why do you think God gave miracles to his chosen prophets? [4]

Why means to explain the cause(s) of or the reason(s) for or the consequence(s) of something. For example, for what reasons(s) did God do something for the people? It requires you to show understanding. (AO2)

Mark scheme (Learner-friendly version)

- **5(a) Prophets played a central part in conveying God's message to humanity. Write an account of Muslim belief in prophets.**

Responses are marked according to the AO1 levels of response for knowledge.

Examiners expect to see an essay which is well organised in paragraphs, and makes sense. Points are clearly made, explained and supported with facts, examples, and quotes.

Candidates could write these points and explain them:

- Muslims believe prophets were sent to guide humanity
- to guide people away from worship of created beings or idols
- to guide people to the worship of their Creator, God
- to make clear to people why the world was made
- to guide people to find the path to paradise in the Afterlife
- to warn people about the Day of Judgment.

Candidates might go on to further explain the role of prophets:

- uncovering the unseen world e.g. knowledge of God, existence of angels, etc.
- providing people with practical examples of how to live in the right way
- tell people God's teachings
- prophethood is a gift from God. God gives this as an honour on whomsoever He chooses.

Candidates might give more details about prophets:

- all prophets possessed were all men, did not sin, spoke the local language, were given miracles, were intelligent and did the right thing

- some prophets were given revealed books
- there were 124 000 prophets
- candidates could name some, such as Adam, Musa, Ibrahim, Nuh, Isa, Dawud and Muhammad (pbuh)
- the line of prophets started from Adam and ended with Prophet Muhammad (pbuh).

5(b) Why do you think God gave miracles to his chosen prophets?

Responses are marked according to the AO2 levels of response for understanding.

Focus on the command word and give reasons. Use words such as: in order to... so that... because...

Do not repeat facts from part (a). Try to be as clear as possible and explain each point that you make. Add your own opinion or ideas to show that you really understand, and are getting involved in talking about, this question.

Candidates should show they understand why God gave miracles.

They should make clear points and explain them.

- giving miracles to prophets shows people that God had appointed the prophets
- each miracle was from God's power. The prophet had no special power of his own
- Prophets were given miracles in areas that their people would understand; that is, areas that the nation was good at.

Example candidate response

All Muslims believe in the prophets started from the line of Hazrat Adam who is the first man up to the earth till the last messenger of Allah Hoy prophet (pbuh). The Qur'an says about article of faith

"All Muslim believe in oneness of Allah. Books, angels, prophets and Decree and Last day of Judgement."

It is one of the articles of faith. However, according to authentic hadiths there are 124000 prophets. These are chosen by Allah himself. The Qur'an says about the messengers as

"We send a messenger to be obeyed according to will of Allah."

The prophets have high status than the common. They are normal human beings and have wives and children and they don't add or delete message given by Allah. They give the same message given by the last messenger and they don't have special books. However, Nabi has high status than the prophet.

They are special people chosen by Allah and they have the special book provided by Allah.

However they can change law [instant] according to need of time. The Qur'an says

Examiner comment:

Quotes are clearly distinguished but other paragraphs could be clearly written with a line space, indent and clear point to each to improve the structure of this candidate's response.

Examiner comment:

It could be clarified here that the word 'prophet' can be taken to mean both the *rasul* and the *nabi*: those prophets who bring revelations or books and those who do not.

Examiner comment: It could be clarified here that prophet's brought the same message, not different messages, but applied them in the language and within the climate of the time they lived in, taking account of local customs and needs of the time. 'Change *sharia*' should therefore be amended, since prophets are not considered to have changed divinely appointed *sharia* law.

“Take what the messengers give and prohibit from what he has not allowed and keep fearing Allah.”

The Qur’an moreover says about it as stated in the Qur’an.

“Obey the messenger and Allah so that you may receive mercy.”

The prophet are people of good conduct that spread the message of oneness of Allah. They were sent to every nation and their areas were particular and followers were limited. The Qur’an says

“We send prophet to every region, society or nation.”

Only Holy prophet (pbuh) was send for the whole mankind as the Qur’an says about him as

“We send you (Muhammed) for the whole mankind so that you give the good news and news of fear.”

The prophets were granted the miracle to approve the Allah’s authority. Hazrat Nuh, Yousaf has power to interrupt the dreams of the people. Hazrat Isa, the miracle to treat lepers, to change the clay bird into live and to give the live to the dead ones. Holy prophet (pbuh) was granted miracle and his supreme miracle is the Holy Qur’an. He was the last messenger of Allah and the one who completed the message and faced many problems. The Qur’an says about him as

“Muhammad is not the father of any man. Indeed he is the messenger of Allah and seal of prophet.”

(b) The Allah granted miracles to his prophet to approve Allah’s authority.

They were granted miracles such as [gsa Nuh] because the human being will accept the message of other human as he sleeps, eat food, etc. They were also granted the miracles [because] to show the presence of Allah the creator of everything as non muslims did not believe in the oneness of Allah and to show that the real power lies with Allah only.

Part (a) mark awarded = 6 out of 10

Part (b) mark awarded = 2 out of 4

Total mark awarded = 8 out of 14

How the answer could have been improved

Part (a)

This is a solid Level 3 response which achieves 6 marks, the middle of the band. There is some structure to the answer, and the content is relevant to a question about prophethood. There are some quotations from the Qur’an and Hadith. This satisfied the requirements for Level 3.

The answer could be improved by defining the word 'prophet'. It can be taken to mean both the rasul and the nabi: those prophets who bring revelations or books and those who do not.

Examiner comment: This part of the response could be improved by adding detail about how prophet's warned against idolatry.

Examiner comment: This quotation would be better included in the paragraph which ends at the top of this page, to improve the structure of this answer.

Examiner comment: The point, as mentioned in the Mark Scheme, that miracles show that the prophets were given authority by God is hinted at, but could be improved by writing more clearly in the answer.

Examiner comment: One main point is made in this paragraph, about miracles proving God's authority or power. The candidate could improve the answer by adding and differentiating further points.

Points are generally accurate, but one or two need to be written more clearly. Prophet's brought the same message, but applied them in different times. 'Change sharia' should be re-written: the point is the people had forgotten or changed the revelations.

More details could be added. The candidate could write about how prophet's warned against idolatry. They could give examples about how prophet's led moral lives and were of outstanding good character, which inspires Muslims to follow.

The structure of this answer could be improved by clearer use of paragraphs, with a line space between each. Each paragraph should start with a clear point. Then, examples and explanations should follow. Points and quotes about each prophet sent to a nation could be grouped together, to make them clearer, and more explanation added.

Part (b)

This is a Level 1 response at 2 marks, the higher end of the level. It shows some understanding of the question, but it is not clear. There are some facts and references, but not much discussion. There is not enough understanding shown to reach Level 2, which requires a candidate to write their own opinions and engage with the question.

The point is made that miracles prove God's authority or power. This could be explained. More points could be made. It is not clear how the points are different. The candidate could make this clear with more explanation.

Common mistakes

Part (a)

- A common mistake was to write about what happened in the life of Muhammad (pbuh). But the focus should have been on the belief in prophets. Bits from the life of Muhammad (pbuh) could be used as examples to show the beliefs, but are not the main point.
- The prophets did not bring different messages. They brought the same message to different peoples to meet their needs.
- Prophets did not change God's law. People forgot or changed the messages and needed to be reminded.
- Paragraphs were often not used. Candidates should write in paragraphs. Start with a clear point. Explain it and give examples and, if possible, a quote.
- Paragraphs should be written clearly, with a line space in between, and not more than about half a side long. For each new main point, start a new paragraph.
- Some candidates did not give examples from the lives of prophets, particularly about moral character.
- The role of prophets including warning people that worshipping idols was wrong. They also warned people not to do bad things, because God will judge them in future. Many candidates forgot to write these points.

Part (b)

- Some candidates wrote description. Description is needed in part (a), not part (b). Part (b) needs explanation to show understanding. (AO2)
- Some candidates did not make clear where they wrote new points. One point is that miracles show God's appointed messengers.
- A separate point is that miracles reflected God's power – not that of the messenger. Another point is that prophets helped nations do well in areas they were good at.

General advice

- Look at the answer overall and think: have I covered all aspects of the topic? In this answer, more could be said concerning warning about idol worship.
- Check you give one or more example, or fact, or quote for each point. This answer could give more examples of the moral character from prophets.
- Write in clear paragraphs. Leave a line between each and make them up to half a side long, not more.
- Start a new paragraph with a point. Explain the point. Give facts, examples or a quote to back up the point. For a new point, start a new paragraph.
- Relate each point directly to the question, not just the topic in general.
- Keep track of time. A total of about 25 minutes should be spent on the whole question, including about 18 minutes for part (a) and 7 minutes for part (b). These timings are not exact. But do not go over, or you will not have enough time left for the other questions.
- If there is time, re-read your answer. If a point does not read like you thought it would, or does not make sense, re-write it.

Section 5: Revision

This advice will help you revise and prepare for the examinations. It is divided into general advice for all papers and more specific advice for Paper 1 and Paper 2.

Use the tick boxes to keep a record of what you have done, what you plan to do or what you understand.

General advice

Before the examination

- Find out when the examinations are and plan your revision so you have time to revise. Create a revision timetable and divide it into sections to cover each topic.
- Find out how long each paper is, how many questions you have to answer, how many marks there are for each question, and work out how long you have for each question.
- Find out the choices you have on each paper, make sure you know how many sections there are and which sections you should answer from.
- When there is a choice of questions in a section, make sure you revise enough to have a choice.
- Know the meaning of the command words used in questions and how to apply them to the information given. Look at past examination papers and highlight the command words and check what they mean.
- Make revision notes. Try different styles of notes.
- Work for short periods then have a break. Revise small sections of the syllabus at a time.
- Test yourself by writing out key points, redrawing diagrams, etc.
- Make sure you define Islamiyat terms accurately. E.g. *predestination* is not simply that God pre-destines where a Muslim ends up – heaven or hell – but the belief that God has a plan, known in advance since the beginning of creation, and that everything falls into His plan, including a Muslim's fate in the Afterlife.
- Definitions must not reuse the words to be defined. E.g. *sincerity in the Hadith beginning 'Religion is sincerity'* - means the absence of pretence, deceit, or hypocrisy; believing truly in the heart in the meaning of actions carried out. It is particularly important not to repeat the same words in Section A when answering questions about the set passages.
- Make your own dictionary or draw up a glossary of key terms for each section of the syllabus.
- Look at set passages to explain what they show, e.g. main themes and teachings from the Qur'an and Hadith and how they may be applied by Muslims today.
- Learn relevant quotations so that you can repeat them accurately. What do they show? How you might use them? What topics do they apply to? Look at past questions and decide which quotations would be helpful to support an answer each one.
- Learn to spell Islamiyat terms correctly.
- Have a look at past questions so that you are clear of what to expect in an examination.
- Look at mark schemes to help you to understand how the marks are awarded for each question.

In the examination

- Read the instructions carefully and answer the right number of questions from the right sections.
- Do not answer more questions than are needed, as this will not gain you more marks in the examination.
- Plan your time according to the marks for each question. For example, a question worth three marks requires less time and a shorter answer than one worth 10 marks. If a question has several parts, then the parts with more marks will need more time and more developed answers.
- Do not leave out questions or parts of questions. Remember, no answer means no mark.

- Read each question very carefully.
 - Identify the command words – you could underline or highlight them.
 - Identify the other key words and perhaps underline them too.
 - Try to put the question into your own words to understand what it is really asking.
- Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat material.
- Answer the question.** This is very important!
Use your knowledge and understanding.
Do not just write all you know, only write what is needed to answer the question.
- Plan your answers. Clear, concise, well-ordered, well-argued, well-supported answers get more marks than long, rambling, muddled, repetitious answers. Quality is better than quantity.
- Use Islamiyat terms in your answers as much as possible.
- Use the resource material given in the question to support your answer.
- A short essay plan can sometimes help longer answers but is not essential. Answers should always be written in proper sentences. Avoid bullet points or notes.
- Use the specified passages and other quotations even when it is not required specifically by the question. Quotations from the Qur'an and Hadith can be chosen from any area provided they are relevant to the question.
- Make sure your writing is clear and easy to read.

Paper 1 advice

- Explain the themes in the Quranic passages in line with the sections the headings they are grouped in in the syllabus. Take care to explain words, not repeat or paraphrase the passages.
- The section about the First Islamic Community includes the four Rightly Guided Caliphs Abu Bakr, Umar, Uthman and Ali only during the lifetime of the Prophet (pbuh), not their Caliphate period (this is in Paper 2).
- Quotations learned can be used in any question, about any topic, provided they are relevant to the specific question set. They will help give evidence of knowledge for part (a) in each question.
- There will be one question on topic 2, one or two on topic three and one or two on topic four. Do not miss out any topics in your revision, or else you might not find enough questions to choose from.

Paper 2 advice

- Explain the teachings of the Hadith by including their relevance to individual actions and to communities. Take care to explain words, not to repeat or paraphrase passages.
- Revise the period of rule of the Rightly Guided Caliphs and their importance as leaders. This means the time of Abu Bakr, Umar, Uthman and Ali after the death of the Prophet (pbuh); not during his life (this is in Paper 1).
- As with Paper 1, quotations may be used from any section and may show evidence of greater knowledge, provided they are relevant to the specific topics of paper 2 set in the question asked.
- There will be one question on topic 2, one or two on topic three and one or two on topic four. Do not miss out any topics in your revision, or else you might not find enough questions to choose from.

Top tips for revision

1. Summary boxes

Summary boxes allow you to condense large amounts of information into a limited space. They provide a structure for you to organise your revision and to help practice questions and draft answers. Summary boxes are particularly helpful for consolidating knowledge in preparation for part (a) AO1 questions.

The basics of making a summary box are as follows:

- Summary boxes have a fixed, limited amount of space. You could draw a bold framed box of about 20 lines long for a major topic, or used a lined index card. You can then build up a collection of index cards or boxes when you complete each topic.
- Summary boxes are for key words, bullet points and highlighting. You can use symbols and short notes. There is no need to write sentences or explanations.
- Summary boxes are always shorter than your original notes. You can choose to carry out a two- or three-stage process to reduce your notes to smaller and smaller amounts, until they fit into a summary box.
- Summary boxes should be checked to see that you can explain what you mean, such as by explaining your notes to a friend or using your summary box to help you write the answer to an exam style question.

2. Significance arrows

This method is particularly useful for developing skills at answering AO2 understanding questions. Start with any topic, and draw a large arrow to the right, where you note down its significance. You can extend your notes further to the right with an example.

You can then use your significance arrows to help you draft practice answers to part (b) (AO2) questions.

Here are some examples:

An **event** in the history of Islam

Example: the *hijrah*, the move to Madina.



Significance for the development of Islam

Example: the *hijrah* enabled the Muslim community to survive, gain in strength and eventually capture Makka.

An **article** of faith/ belief

Example: God's predestination and decree.



Significance for faith and thoughts of Muslims.

Example: predestination gives Muslims confidence that everything comes from God for a purpose.

A **pillar** or practice of Muslims

Example: *zakat*, alms tax for the poor.



Significance for the practice of Muslims

Example: *zakat* enables Muslims to purify their mind of selfish thoughts and think of those less fortunate.

An **example** from Muhammad (pbuh)

Example: his compassion towards those who abused him.



Significance for developing good character

Example: Muslims try to be and caring to those around them, and forgive them for any unpleasant words they say.

3. Mind mapping

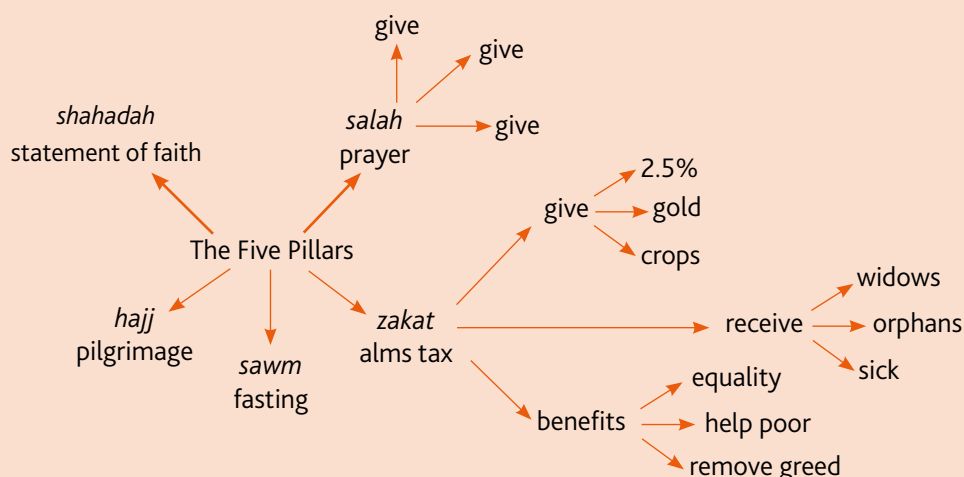
Mind maps are ways of visually displaying a summary of a whole topic. They enable you to look at an overview of a whole topic and decide which parts you might want to choose to answer a question.

Mind maps summarise briefly in key words; there is no need to use sentences. You can also use coloured highlighters to emphasise points on your mind map.

- Write the title of the topic in the centre of a large sheet of paper. Draw lines outward in different directions from this central point. You can make the lines straight or like branches.
- Write the main headings of different aspects of the topic along the lines/ branches.
- At the end, sub-divide the branches further, with examples, each on a different line.

Mind maps can be used for summarising knowledge (AO1) about a topic. They can also be used to organise your thoughts and ideas to show understanding (AO2).

An example of a part-drawn mind-map is given below. This shows main information about *zakat* within a mind map about the Five Pillars of Islam. More detail can be added to complete the map.



4. Question paper and mark schemes

Looking at past and sample question papers and mark schemes helps you to become familiar with what to expect and the layout and style of questions. It gives you an idea of what standard to expect. Question papers and mark schemes may be used as follows:

The basics of making a summary box are as follows:

- Ask your teacher for past papers and mark schemes for Islamiyat – your teacher may guide you to practice some of the questions and help you to understand the mark scheme.
- Look at the revision check list to see which topic the question relates to.
- After revising a topic, such as completing an index card or summary box, try answering one of the questions.
- You could work in pairs with another student and swap over each other's answers, so that you can use the mark scheme to help make comments for improvement.
- Add comments in green pen to show you where you could improve your answer.

Be careful to check if there were any changes to the syllabus. Whilst past papers for Islamiyat generally look the same as the current paper, note that the AO2 descriptors have been updated on the mark schemes.

It is not helpful to question spot. Questions are set at random and the exact same question will not be set again, although the same topic might be. It is more useful to practice answering specific questions set. Sometimes candidates write an answer to a question they expected to come up, but did not address the specific demands of an actual question on an examination paper.

Other useful revision advice for Cambridge O Level Islamiyat

There are some other useful things you can do to help revise for your Islamiyat O Level exams.

- Make a revision timetable. A planned revision timetable over about six weeks before the examination will help you learn information in a more effective and less stressful way. A little at a time is better than trying to do it all in at the last minute!
- Make a quiz and test your class students. Making a quiz to help revise knowledge of a topic can be a fun and interesting way of learning information and works well when you can test fellow students. Why not organise a competition to see how can score the highest?
- Make a quote bank of short quotes from the Qur'an and Hadith to support your knowledge of each topic. The levels of response for knowledge, AO1, at Level 4, suggest that candidates are likely to include quotes in their answer. A bank of quotes, each one or two lines long, can help you prepare and consolidate your knowledge.
- Bring together your revision notes to make wall posters on larger sheets of paper. You could put these on your bedroom wall to look at every day so that you do not forget topics which you have already revised.
- Finally, be positive! Always tell yourself how well you have done and how much you have learned over the course. Your interest and enthusiasm for Islamiyat will help to motivate you to revise and will come across in the way you write part (b) understanding (AO2) responses.

Revision checklists

In the next part of this guide we have provided some revision checklists. These include information from the syllabus that you should revise. They don't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

The table headings are explained below:

Topic	You should be able to	R	A	G	Comments
These are the core topics.	Content in the syllabus you need to cover.	<p>You can use the tick boxes to show when you have revised an item and how confident you feel about it.</p> <p>R = RED means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help</p> <p>A = AMBER means you are reasonably confident but need some extra practice</p> <p>G = GREEN means you are very confident.</p> <p>As your revision progresses, you can concentrate on the RED and AMBER items in order to turn them into GREEN items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p>			<p>You can:</p> <ul style="list-style-type: none"> • Add further information of your own, such as names of case studies needed • add learning aids, such as rhymes, poems or word play • pinpoint areas of difficulty you need to check further with your teacher or textbooks • include reference to a useful resource.

Note: the tables below cannot contain absolutely everything you need to know, but it does use examples wherever it can.

Paper 1

Topic	You should be able to	R	A	G	Comments
1.1 Major themes of the Qur'an	<p>Know and explain themes from passages set for close study relating to:</p> <ul style="list-style-type: none"> God in himself God's relationship with the created world God's Messengers <p>Explore:</p> <ul style="list-style-type: none"> the major theme or themes of the Qur'an that appear in each passage the importance of these themes in the lives of Muslims today and demonstrate knowledge of the original as well as the translation of the set passages. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1.2 The history and importance of the Qur'an	<p>Demonstrate your knowledge and understanding of:</p> <ul style="list-style-type: none"> the revelation of the Qur'an to the Prophet (pbuh) between the years 610 and 632 the account of the compilation of the Qur'an under the Rightly Guided Caliphs the major themes of the Qur'an as contained both in the passages set for special study and in other similar passages the use of the Qur'an in legal thinking, and its relationship with the Hadiths, consensus (ijma') analogy (qiyas) the significance of the Qur'an as the basis of all thought and action in Islam. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1.3 The life and importance of the Prophet Muhammad (pbuh)	<p>Demonstrate your knowledge and understanding of:</p> <ul style="list-style-type: none"> the main events of the Prophet's life from his birth to his call to prophethood the main events of his activities in Makka and his experiences with his opponents 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Topic	You should be able to	R	A	G	Comments
	<ul style="list-style-type: none"> • the main events of his activities in Madina, his leadership of the community there and his conflicts with the Makkans and others • his actions and character • the importance of his actions as examples for Muslim individuals in their personal conduct and relations • with others including women and non-Muslims • the importance of his actions as examples for Muslim communities in their relations with other states • his significance as Seal of the Prophets and last Messenger of God • his significance in Muslim beliefs • the importance of his actions and experiences in the history and beliefs of Islam, particularly in the way they provide examples for present day Muslim individuals and communities. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>1.4 The first Islamic community</p>	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the Prophet's wives • his descendants, including his children, grandchildren and the direct line recognised among Shi'a Muslims as Imams • his leading Companions, including the Ten Blessed Companions, his Scribes, the major characters who surrounded him in his ministry, the Emigrants and Helpers, and the four Rightly Guided Caliphs during his lifetime • the main characters who lived with and near the Prophet (pbuh), and the significant facts of their lives • the importance of their actions and experiences in the history and beliefs of Islam. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

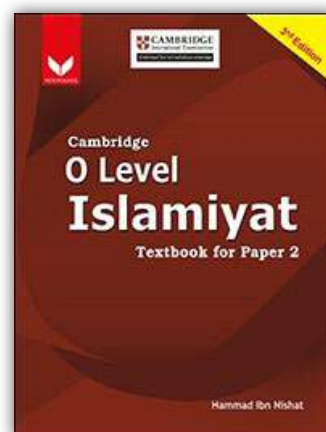
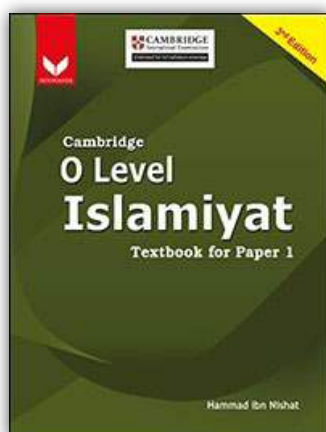
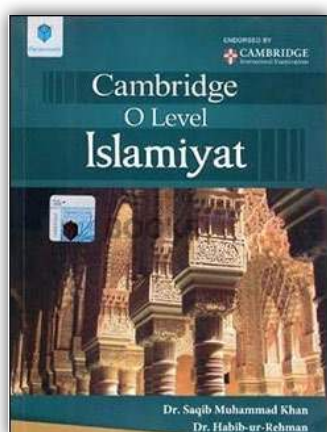
Paper 2

You should be able to	Ways to practise skills	R	A	G	Comments
<p>2.1 Major teachings in the Hadiths of the Prophet (pbuh)</p>	<p>To know and understand passages set for close study relating to:</p> <ul style="list-style-type: none"> • individual conduct • life in the community. <p>To know and understand the teachings contained in each passage:</p> <ul style="list-style-type: none"> • about what Muslims should believe • how they should act. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>2.2 The history and importance of the Hadiths</p>	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the history of the compilation of the Hadiths • the earliest collections • the main musnad and musannaf collections • the main compilers and their activities • the methods based on examination of the chain of transmitters (isnad) and the text (matn) of a Hadith to test the reliability of the Hadith • the main features of the six collections of Sunni Hadiths and the four collections of Shi'a Hadiths • the major themes of the Hadiths as these are contained both in the passages set for special study and in other similar passages • their use in legal thinking, and their relationship with the Qur'an, consensus (ijma') and analogy (qiyas) • their significance in thought and action in Islam. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Section 6: Useful resources

You can find a resource list, including endorsed resources to support Cambridge O Level Islamiyat on our public website [here](#)

Endorsed resources have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this Learner Guide.



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