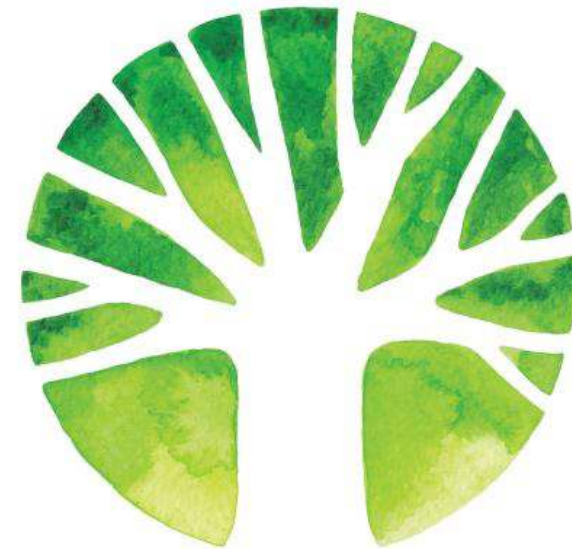


Scheme of Work – Paper 2

Cambridge O Level Islamiyat 2058

For examination from 2021



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNPB

Would you like to become a Cambridge consultant and help us develop support materials?

Please follow the link below to register your interest.

www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/

Copyright © UCLES April 2020

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.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

Contents

| | |
|--|----|
| Introduction | 4 |
| 1. Major teachings in the Hadiths of the Prophet..... | 7 |
| 2. The history and importance of the Hadiths..... | 11 |
| 3. The period of rule of the Rightly Guided Caliphs and their importance as leaders..... | 15 |
| 4. The Articles of Faith and the Pillars of Islam | 21 |

Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours we recommend you spend on each topic area.

| Topic | Suggested teaching time (hours / % of the course) | Suggested teaching order |
|--|--|--------------------------|
| Major teachings in the Hadiths of the Prophet | It is recommended that this should take about 10 hours/ 15% of the course. | 1 |
| The history and importance of the Hadiths | It is recommended that this should take about 16 hours/ 25% of the course. | 2 |
| The period of rule of the Rightly Guided Caliphs and their importance as leaders | It is recommended that this should take about 20 hours/ 30% of the course. | 3 |
| The Articles of Faith and the Pillars of Islam | It is recommended that this should take about 20 hours/ 30% of the course. | 4 |

Resources

You can find the up-to-date resource list, including endorsed resources to support Cambridge O Level Islamiyat on the Published resources tab of the syllabus page on our public website [here](#)

Endorsed textbooks 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 scheme of work as they cover each learning objective. In addition to reading the syllabus.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download past question papers and other teaching and learning resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended. **Please note: By recommending one particular section of a website, Cambridge does not support or promote any particular sect or group.**

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for Paper 2 of the Cambridge O Level Islamiyat syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|--|--|
| Introduction to this Section – Major teachings in the Hadiths of the | Establish knowledge about themes in the Hadith from prior learning. Group these | Learners may then discuss Hadith 2 in groups of four and feedback in whole discussion. They may then write up their answer to the second Hadith and evaluate in pairs. (F) It may be helpful to use green pen to add/ amend one point in each learners’ help them improve their responses. |
| | | The text for this and the other passages used in this syllabus may be found in Nawawi’s 40 Hadith, Narrations and Commentary with translation at: https://40hadithnawawi.com/ Extension activity: Research who was Imam Nawawi and his collection of 40 Hadith. (I) |
| | feedback. | |

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past papers

Past papers are available to download at www.cambridgeinternational.org/support **(F)**


Past papers are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don’t forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, ‘mind maps’, or ‘concept maps’. These kinds of activities can be found in the scheme of work.

1. Major teachings in the Hadiths of the Prophet

| Syllabus ref. | Learning objectives | Suggested teaching activities | | | | | | |
|--|--|---|------------|-------------------------|--|--|--|--|
| <p>Introduction to Major teachings in the Hadiths of the Prophet</p> <p>Individual conduct and life in community</p> <p>Set Passages 1 and 2</p> | <p>Establish knowledge about themes in the Hadith from prior learning</p> <p>Group these themes into individual conduct and life in community</p> <p>Practise a part (a) question and provide formative feedback</p> | <p>Establish what learners know about what themes there are in the Hadiths. Draw a mind map and capture ideas. Learners might refer to well-known Hadith traditions they have heard of. Then, group different points raised. The two groups required by the syllabus are the importance of individual conduct and life in the community. Some Hadith may relate to both.</p> <p>Teacher to model to learners how to explain the themes in Hadith 1. Learners may make notes and then draft a paragraph to answer this. Opportunity for formative assessment by learners swapping answers and reading each others, making suggestions for improvement. (F)</p> <p>Learners may then discuss Hadith 2 in groups of four and feedback in whole class discussion. They may then write up their answer to the second Hadith and again evaluate in pairs. (F) It may be helpful to use green pen to add/ amend one point in each learners' answer to help them improve their responses.</p> <p>The text for this and the other passages used in this syllabus may be found in Imam Nawawi's 40 Hadith, Narrations and Commentary with translation at: https://40hadithnawawi.com/</p> <p>The following activity based exercises for the Hadith collections may support learners who need to work through with guidance: www.fatimaelizabethphrontistery.co.uk/uploads/2/3/7/9/23791465/imam-nawawi-for-children-ahadith1-6-docx-pdf_1.pdf</p> <p>Extension activity: Research who was Imam Nawawi and his collection of 40 Hadith. (I)</p> | | | | | | |
| <p>The theme of individual conduct</p> <p>Set passages Hadiths 9, 13, 18, 19, 20</p> | <p>To establish knowledge of the theme of individual conduct is expressed in these Hadith</p> <p>To write answers about the theme in two passages, then improve them to show explanation</p> | <p>There are short passages in this section: Hadiths 9, 13, 18, 19 and 20.</p> <p>Learners draw a table:</p> <table border="1" data-bbox="736 1166 2007 1390"> <thead> <tr> <th>The Hadith</th> <th>Details about the theme</th> <th>What this might mean to Muslims today.</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | The Hadith | Details about the theme | What this might mean to Muslims today. | | | |
| The Hadith | Details about the theme | What this might mean to Muslims today. | | | | | | |
| | | | | | | | | |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|--|---|
| | | <p>Learners complete the table using resources such as class textbook or recommended textbooks. This may be done independently as an act of research. (I)</p> <p>Learners use highlighters, to highlight any words in column 2 that are actually already in column 1. Then using a dictionary or thesaurus to help, learners change those to different words to show that the passage is not being copied.</p> <p>After that, learners write paragraph answers to two of those passages, bearing in mind that they need to further explain the theme, not paraphrase it.</p> <p>Learners then peer assess and, using green pens, circle three places in each answer where any words are repeated from the passage and not explained or could be explained more clearly.</p> <p>Learners then improve their answers as a result. (F)</p> |
| <p>The theme of conduct in communities for Muslims</p> <p>Hadith passages 11, 12, 15, 16, 17</p> | <p>To establish knowledge of the theme of life in community is expressed in these Hadith</p> <p>To understand the links between individual conduct and life in community</p> | <p>These Hadith are short passages containing teachings mostly about conduct in community. After reading all five Hadith, learners draw a mind map and capture ideas about the main teachings here and any other Islamic teachings they can think of about conduct in community.</p> <p>Draw a diagram.</p> <div style="text-align: center;"> <p>INDIVIDUAL CONDUCT  Life in community</p> </div> <p>On the left-hand side of the page write in large, bold letters: Individual conduct. Draw a two-way arrow in the middle of the page and then on the right-hand side life in community.</p> <p>Learners add notes to show how individual conduct affects community life and vice-versa.</p> <p>Discuss as a whole class and learners may tick each point they have on their diagram as other learners raise it, and add additional points. (F)</p> <p>Learners then draft an answer for both (a) and (b) parts to one of the passages they have studied.</p> <p>Extension activity: What other references from the Hadith might support the teachings made in these passages? Choose one Hadith studied and find at least two short quotations from other Hadith to support it. (I)</p> <p>Learners explain their choice. This piece of research could be a homework activity.</p> |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|--|--|
| <p>The theme of conduct in communities for Muslims</p> <p>Hadith passages 3, 5 and 6</p> | <p>To establish knowledge of the theme of life in community is expressed in these Hadith</p> <p>To develop understanding of the Hadith given in the lives of Muslims today</p> | <p>Focus on three longer Hadith passages about life in community.</p> <ul style="list-style-type: none"> • Hadith passage 3 is about good speech and generosity. • Hadith passage 5 is about performing acts of charity in many different ways. • Hadith passage 6 is about changing evil actions in every way possible. <p>Using this as a starting point, learners expand on this to form paragraphs explaining the teachings in more detail for each Hadith given.</p> <p>Working in pairs using green pen, learners may circle one place in each answer which could be expressed more clearly and then improve their answers as a result. (F)</p> <p>In what ways could Muslims today carry out these teachings in their everyday lives? Dividing the class into three groups, each group takes one passage and makes a list of as many different examples as possible to show how Muslims might follow the Hadith given to share with the class as a whole.</p> <p>Focusing on the part (b) question, explaining the themes for the lives of Muslims today, learners then write up a part (b) response for the Hadith they have focused on.</p> <p>Extension activity: Take one other Hadith and discuss with members of your family or community how that Hadith might help bring peace and harmony to community life. (I)</p> |
| <p>The themes of individual conduct and life in community</p> <p>Set passages Hadiths 4, 7 and 8</p> | <p>To establish knowledge of how the themes are expressed in these Hadith</p> <p>To carry out a group work research exercise and share findings</p> | <p>These are longer Hadith within this section and focus more on individual conduct, with some implications for the community too. Learners are divided into three groups, each taking one passage, and research using textbooks and links about the themes in the Hadith given. Groups consider both parts (a) and (b) questions: the theme of the Hadith and the implications for Muslims today.</p> <p>A website with detailed commentary: https://ahadith.co.uk/downloads/Commentary_of_Forty_Hadiths_of_An-Nawawi.pdf</p> <p>Detailed commentary and discussion: https://hadithcommentary.com/nawawi/</p> <p>Higher ability learners wishing to read further might choose to look at the detailed book available at: https://sunniconnect.com/m3/download/pdf-commentary-on-the-forty-hadith-of-al-nawawi/</p> <p>Groups then report back giving brief presentations to the class as a whole. Questions and answers may be taken with oral feedback about what further points may be developed. (F)</p> |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|---|---|---|
| | | <p>Learners make notes on all three Hadith and write up their answers for all three, completing the activity for homework.</p> <p>Extension activity: Learners use the three Hadith and explain how these teachings can be put into practice from different perspectives: child, parent, business person, elder in the community, any others they want to add. (I)</p> |
| <p>The themes of individual conduct and the importance for community</p> <p>Hadiths 10 and 14</p> | <p>To learn about the main themes in Hadiths 10 and 14</p> <p>To practise and improve examination answers</p> | <p>These Hadith may be briefly introduced in class. Hadith 14 focuses on the importance of individual conduct and Hadith 10 the importance for life in community, although both have some aspects of both themes.</p> <p>As a test, learners choose one passage from the two given then answer both part (a) describe the theme; and part (b) explain the teachings for Muslims today. For part (a) and part (b) for one passage, 10 minutes should be allowed.</p> <p>Learners should aim to write approximately 8 to 10 lines for each part they answer. In examination conditions, they should spend no more than five minutes on each part of a question about the passages, i.e. one passage part (a) – 4 to 5 minutes.</p> <p>Working in pairs, learners share answers and using green pen, make recommendations for improvement. (F) They may then redraft both of the parts they wrote showing improvement, and write an answer to the other passage using notes shared in pairs. Answers may be shared and discussed in class.</p> <p>Extension activities: Index cards or A5 sized pieces may be used to summarise what has been learned in this section as revision. (I) Learners research one of the Hadith they have studied in this section of the syllabus using online resources, particularly online videos such as:</p> <ul style="list-style-type: none"> • The series by Zaytouna college: www.youtube.com/watch?v=0c8CmVORgw0 • ICNA YouTube lecture series: www.youtube.com/watch?v=x28gK0IAqc0 • Guidance by Sheikh Hamza Yusuf : www.youtube.com/watch?v=buT8oWI-S9U |
| <p>Past papers</p> | | |
| <p>Past papers are available to download at www.cambridgeinternational.org/support (F)</p> | | |

2. The history and importance of the Hadiths

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|---|--|---|
| The history of the compilation of the Hadiths | To identify the stages of the compilation of Hadiths by making a timeline | This topic may be introduced by outlining the history of the compilation of the Hadith. Learners may use textbooks and other resources to identify the main events. They then sequence these into a timeline and divide it into four stages: |
| The earliest collections | To define relevant key words | <ol style="list-style-type: none"> 1. In Prophet Muhammad's lifetime. 2. The Companions 3. Successors of the Companions 4. Successors of the Successors. |
| The main musnad and musannaf collections | To practise writing an examination question showing knowledge of the early period of Hadith collection | <p>Learners research and make definitions for the following words, which are important in the early stages of Hadith collections:</p> <ul style="list-style-type: none"> • Musnad • Musannaf • Sahih • Mu'jam • Jam'e • Sunan • Mustadrak • Arab'iniyat • Isnad • Matn <p>Learners may check each other's work and make corrections. (F)</p> <p>Learners then use their notes to answer the question (set in 2019):</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>a) Write an account of the compilation of Hadiths during the period of the Successors (tabi' al-tabi'in).</p> </div> <p>The criteria for the levels for marking this 10-mark part (a) question may be shared to help guide learners, using the Levels of response tables, available in the syllabus.</p> |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|--|---|
| | | <p>After looking at the Levels criteria, learners may identify two points to improve in their essay and make amendments. (F)</p> <p>Extension activity: Research in more detail about the role of one of the sahaba (companions) of the Prophet and their role in collecting the Hadith during the early period.</p> |
| <p>The main compilers and their activities</p> | <p>To consolidate knowledge about the stages of Hadith collection</p> <p>To research and gain knowledge of the biographies of the main Hadith collectors and the characteristics of their work</p> | <p>To begin with, learners may re-cap their knowledge from the previous session when a large amount of new knowledge was introduced. To help consolidate this, learners may be asked to compile a quick quiz of 10 questions with one word answers, and test each other, changing partners for each question.</p> <p>The six main collectors of Hadith were:</p> <ul style="list-style-type: none"> • Imam Bukhari • Imam Muslim • Imam Abu Daud • Imam Al-Tirmidhi • Imam Al-Nasai • Imam Ibn Maja <p>Divide learners into groups of 6 and each group allocate one learner to research each of the major collectors. Note that there tends to be more to say about Bukhari and Muslim and bear that in mind when allocating the tasks to different learners. Some useful websites:</p> <p>http://hadithcollection.com/</p> <p>www.darulfatwa.org.au/en/brief-biographies-of-the-eminant-scholars-of-hadith/</p> <p>Learners may use textbooks and online resources to make a one-page biography of the Hadith collector they are allocated. Then, learner's 'jigsaw' within their group, i.e. ask other members of the group about the Hadith collectors each has researched so that every learner has access to all of the information as it is shared.</p> <p>Extension activity: Make a map of Imam Bukhari's travels and note on the map three ways in which he ensured the Hadith were genuine along the way. (I)</p> |
| <p>The methods based on examination of the chain of transmitters (isnad) and</p> | <p>To develop knowledge of the methods used to verify the reliability of Hadith</p> <p>To develop explanation and</p> | <p>Learners draw a mind map and capture ideas about how they might regard a witness as reliable. Then, reading from textbooks or sources, they refine their lists to focus on how the transmitters of Hadith were verified as reliable. (F)</p> <p>Make a checklist that collectors would have used to find out if the transmitters and the subject matter of a Hadith was reliable. Class textbooks and online resources may be used.</p> <p>The following links might be helpful:</p> |

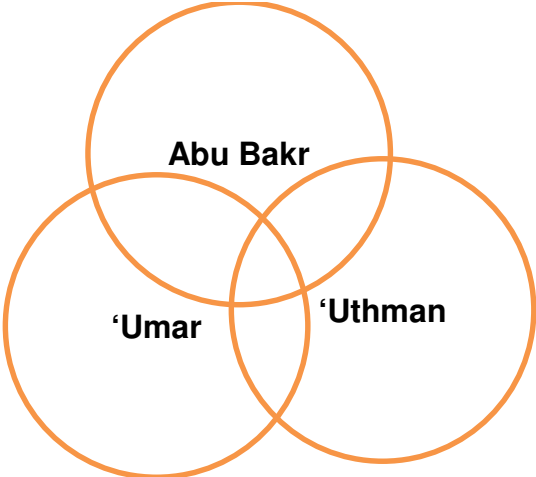
| Syllabus ref. | Learning objectives | Suggested teaching activities | | | |
|---|---|---|--|--|--|
| <p>the text (matn) of a Hadith to test the reliability of the Hadith</p> | <p>evaluation skills for AO2 by discussing a part (b) question on this topic</p> | <p>www.islamic-awareness.org/hadith/ulum/hadsciences.html https://sunnahonline.com/library/fiqh-and-sunnah/277-introduction-to-the-sciences-of-hadith www.al-islam.org/articles/al-hadith-analysis-and-overview-hashim</p> <p>Answers may be shared in class discussion. Learners tick points they have got as others share them and add to their checklists any points they have missed. (F)</p> <p>The following part (b) questions have been set on this topic in recent years, each worth 4 marks.</p> <table border="1" data-bbox="736 520 2009 745"> <tr> <td>In your opinion what are the main advantages of carrying out checks to confirm the reliability of Hadiths?</td> </tr> <tr> <td>Why do you think the chain of narrators (isnad) of a Hadith is given so much importance in establishing its genuineness?</td> </tr> <tr> <td>Why was it important for the Muslim community to have authentic Hadiths?</td> </tr> </table> <p>Divide the class into three groups, with each group focusing on one of the questions, to discuss then report back to the class as a whole.</p> <p>Extension activity: For the question you discussed, research and write down three pieces of information which might be useful to help add to an answer to show evidence of wider reading and research. The information could be from stories of the specified Hadith collections or quotations, etc. (I)</p> | In your opinion what are the main advantages of carrying out checks to confirm the reliability of Hadiths? | Why do you think the chain of narrators (isnad) of a Hadith is given so much importance in establishing its genuineness? | Why was it important for the Muslim community to have authentic Hadiths? |
| In your opinion what are the main advantages of carrying out checks to confirm the reliability of Hadiths? | | | | | |
| Why do you think the chain of narrators (isnad) of a Hadith is given so much importance in establishing its genuineness? | | | | | |
| Why was it important for the Muslim community to have authentic Hadiths? | | | | | |
| <p>The main features of the six collections of Sunni Hadiths and the four collections of Shi'a Hadiths</p> <p>The major themes of the Hadiths</p> | <p>To learn the main features of the different Hadith collections and identify their themes</p> <p>To carry out and share research about the Hadith</p> | <p>Learners use textbooks and online resources, such as the web links suggested above, to research the major Hadith collections and the themes within them.</p> <p>Learners make a mind map with branches to represent the main collections, sub dividing into smaller branches showing themes – which may be coloured in to show where the same themes appear in different collections. Learners pair up and explain their mind maps to each other, using green pen to suggest three improvements or additional points to add. (F)</p> <p>The themes of individual action and life in community are the focus for the set passages from the Hadith. Learners revise this topic and suggest two other themes, which may also be drawn from the Hadith, giving an example of a Hadith for each one. Other themes might include the main beliefs of Islam, the Pillars, and detailed aspects of conduct.</p> | | | |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|---|--|---|
| | | <p>Extension activity: Choose one theme and conduct further research into it from the collections of Bukhari and Muslim. Find at least three further Hadith where this theme appears. (I)</p> |
| <p>The use of Hadith in legal thinking, and their relationship with the Qur'an, consensus (ijma') and analogy (qiyas)</p> <p>The Hadith and their significance in thought and action in Islam</p> | <p>To understand the importance of the Hadith in legal thinking</p> <p>To practise an examination question on this topic</p> | <p>Using poster paper, learners map out a flow chart of the way in which the Hadith are used in legal decision making together with the Qur'an and other methods. They give examples of cases, such as prayer and other issues, where the different sources may be used together, and add these examples to their posters.</p> <p>Learners draft an answer to the following (a) and (b) part questions which have been set recently on this topic:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>a) Outline the relationship between the Hadith and the Qur'an as sources of Islamic law. Give examples to support your answer.</p> <p>b) In your opinion, can Islam be practised without the Hadiths?</p> </div> <p>They share their notes with another learner to discuss improvements before writing up their account during test conditions. They would have roughly 25 minutes to do so in an examination. (F)</p> <p>Extension activity: Learners revise this section of the syllabus by making a guide booklet about Hadith which could be used to teach children, such as those learning about the Hadith at school or Madrassah. (I)</p> |
| <p>Past papers</p> | | |
| <p>Past papers are available to download at www.cambridgeinternational.org/support (F)</p> | | |


3. The period of rule of the Rightly Guided Caliphs and their importance as leaders

| Syllabus ref. | Learning objectives | Suggested teaching activities | | | | | | | | |
|--|---|--|-----------------------------------|------------------------|---------------|-----------------------------------|--|--|--|--|
| The main events of the rules of the four Caliphs | <p>To establish knowledge of the main events in the rule of the four Caliphs</p> <p>To understand the importance of consultation and dedication</p> | <p>Learners make a timeline to show the main details of the events which took place in the rule of the four rightly-guided Caliphs: Abu Bakr, 'Umar, 'Uthman and 'Ali.</p> <p>Make a table:</p> <table border="1"> <thead> <tr> <th>Name of Caliph</th> <th>How they came to power</th> <th>How they died</th> <th>What Muslims can learn from this?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>(You may want to add other columns to the table, e.g. Important achievements.)</p> <p>Learners complete and check their tables by discussing with each other in pairs and groups. (F)</p> <p>The following websites may be useful throughout this section: https://sunnahonline.com/library/history-of-islam/352-rightly-guided-caliphs-the www.islamicity.org/5559/the-rightly-guided-caliphs/</p> <p>Here are two statements about the importance of the four Caliphs:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>“The people respected the Caliphs because they consulted them and asked their opinions.”</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>“The Caliphs were so dedicated and fearless that they were prepared to give their lives for Islam.”</p> </div> <p>Learners discuss these statements in pairs, one learner leading on each. Learners then write up their answers as answers to a part (b) type question.</p> | Name of Caliph | How they came to power | How they died | What Muslims can learn from this? | | | | |
| Name of Caliph | How they came to power | How they died | What Muslims can learn from this? | | | | | | | |
| | | | | | | | | | | |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|---|---|
| | | <p>Extension activity: Research about how <i>shura</i> (consultation) as carried out by the Caliphs inspires some Muslims in government today, such as by holding elections. (I)</p> |
| <p>The policies of the four Caliphs in maintaining and expanding the state</p> | <p>To know the main details of the expansion and battles fought under the leadership of Abu Bakr, 'Umar, 'Uthman and Ali</p> <p>To understand the importance of these battles</p> | <p>Draw a map to show the area of the Caliphate and make a labelled key to show which areas were part of the expansions by each Caliph.</p> <p>Find out and answer the following questions:</p> <ul style="list-style-type: none"> • How did Abu Bakr deal with the Persians and Byzantines? • What were the other territories Abu Bakr advanced into? Give brief notes. • Make a list of 'Umar's battles against the Persians and the Byzantines and the outcomes of each. • How did 'Umar take Damascus and Jerusalem and why was this important for Islam? • Explain how 'Uthman regained his power against Persia and central Asian territories. • Why did 'Uthman create a navy? Refer to Cyprus/ North Africa/ Byzantium. <p>Working in groups of three, learners prepare draft notes in answer to the following questions, each learner referring to one Caliph each:</p> <ol style="list-style-type: none"> a) Write a detailed account of two battles under one Caliph. b) Give reasons for why you have selected the two battles in part (a) as being important. <p>Learners present their finding to each other and ask questions to help encourage further thought and improvement in their answers. (F)</p> <p>Extension activity: Learners write up their essays, making improvements as a result of their group discussions.</p> |
| <p>The approaches of the four Caliphs to leading the community</p> | <p>To understand the main approaches of Abu Bakr, 'Umar and 'Uthman to leading their communities</p> | <p>Learners draw a diagram and label it to show the religious approaches Caliph 'Umar took towards leading the community. For example, provided mosques, schools, facilities for pilgrims and so on.</p> <p>Draw a Venn diagram of three overlapping circles. Label them Abu Bakr, 'Umar and 'Uthman.</p> |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|--|--|
| | |  <p>Learners write in each circle the features of how the Caliph led their community. In the overlapping parts write the features which they shared. Right in the centre, in the overlapping part, write 'gave righteous guidance to their communities'.</p> <p>Share diagrams in class discussion and learners add three points using green pen which they learn from each other. (F)</p> <p>Extension activity: Choose one Caliph and write an essay explaining the main approaches they took to leading the community.</p> |
| The main difficulties the four Caliphs encountered | <p>To know the main problems faced by the Caliphs</p> <p>To practise an examination question focusing on Caliph 'Ali</p> | <p>Here are four statements about the difficulties the Caliphs faced:</p> <ul style="list-style-type: none"> • The problems of false prophets and those refusing to pay zakat • How to administer a large, expanded Caliphate and its riches • Unrest and rebellions, first in conquered territories then in Madina • Division between different Muslims which led to battle <p>Learners identify the Caliph most associated with each. They then research and analyse these statements to explain the main difficulties faced by each Caliph.</p> <p>Here is a recent examination question focusing on the time of Caliph 'Ali:</p> |

| Syllabus ref. | Learning objectives | Suggested teaching activities | | | | | | | | | | |
|---|---------------------|---|-----------------|-------|---|--|--|--|--|--|---|--|
| | | <p>(a) Mu'awiya was opposed to 'Ali's caliphate. Give reasons for his opposition and write an account of the Battle of Siffin which resulted from this opposition.</p> <p>(b) In your opinion what was the most serious consequence of the outcome of this battle? Give reasons for your answer.</p> <p>Learners plan a response by drawing four boxes for part (a) and two boxes for part (b) – these will be the paragraphs for the essay and in each box add learners' notes.</p> <p>Part a)</p> <table border="1" data-bbox="763 520 1984 1198"> <thead> <tr> <th data-bbox="770 525 1055 584">Essay paragraph</th> <th data-bbox="1061 525 1977 584">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="770 588 1055 738"> Introduction to who 'Ali and Mu'awiya were </td> <td data-bbox="1061 588 1977 738"></td> </tr> <tr> <td data-bbox="770 743 1055 893"> Reasons for Mu'awiya's opposition to 'Ali </td> <td data-bbox="1061 743 1977 893"></td> </tr> <tr> <td data-bbox="770 898 1055 1048"> Details of the Battle of Siffin </td> <td data-bbox="1061 898 1977 1048"></td> </tr> <tr> <td data-bbox="770 1053 1055 1203"> Conclusion of how the Battle ended </td> <td data-bbox="1061 1053 1977 1203"></td> </tr> </tbody> </table> | Essay paragraph | Notes | Introduction to who 'Ali and Mu'awiya were | | Reasons for Mu'awiya's opposition to 'Ali | | Details of the Battle of Siffin | | Conclusion of how the Battle ended | |
| Essay paragraph | Notes | | | | | | | | | | | |
| Introduction to who 'Ali and Mu'awiya were | | | | | | | | | | | | |
| Reasons for Mu'awiya's opposition to 'Ali | | | | | | | | | | | | |
| Details of the Battle of Siffin | | | | | | | | | | | | |
| Conclusion of how the Battle ended | | | | | | | | | | | | |

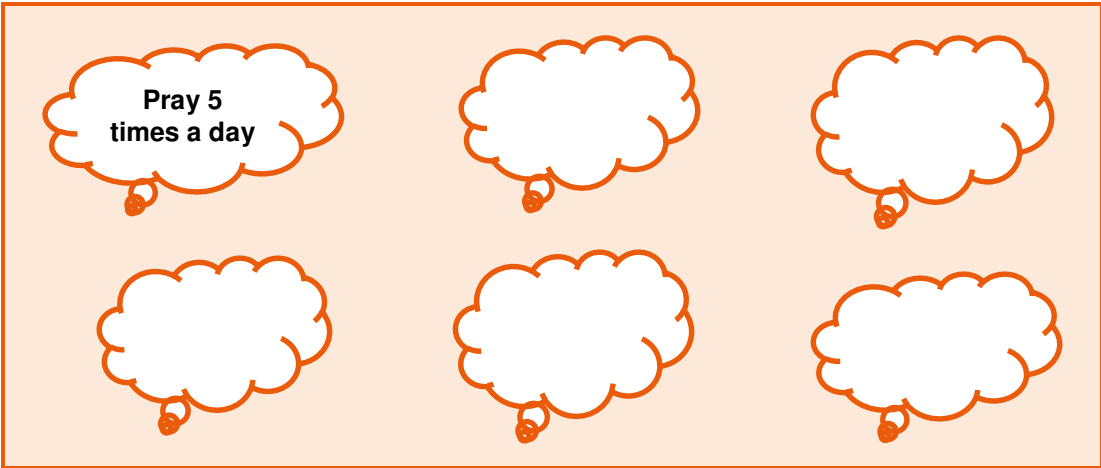
| Syllabus ref. | Learning objectives | Suggested teaching activities | | | | | | |
|--|--|---|-----------------|-------|--|--|--|--|
| | | <p>Part b)</p> <table border="1" data-bbox="763 304 1984 727"> <thead> <tr> <th data-bbox="763 304 1055 368">Essay paragraph</th> <th data-bbox="1061 304 1984 368">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="763 373 1055 523"> Consequences of the Battle, reason for each </td> <td data-bbox="1061 373 1984 523"></td> </tr> <tr> <td data-bbox="763 528 1055 727"> Conclusion most important consequence, why you have chosen this </td> <td data-bbox="1061 528 1984 727"></td> </tr> </tbody> </table> <p>Extension activity: Research and make a table of the problems Abu Bakr faced and how he dealt with them. (I)</p> | Essay paragraph | Notes | Consequences of the Battle, reason for each | | Conclusion most important consequence, why you have chosen this | |
| Essay paragraph | Notes | | | | | | | |
| Consequences of the Battle, reason for each | | | | | | | | |
| Conclusion most important consequence, why you have chosen this | | | | | | | | |
| <p>The main achievements of the four Caliphs</p> <p>The four Caliphs' significance as examples of leadership</p> | <p>To know the main achievements of the Caliphs</p> <p>To understand the significance of these achievements, particularly as leaders</p> | <p>Draw a mind map and capture ideas of all the qualities of the Caliphs. Use as many different adjectives as possible. Share in class – see who can get the most different adjectives.</p> <p>Learners choose one Caliph each and prepare a one-minute 'soap box summary' of their achievements which they present to the class. A 'soap box summary' is a method of explaining something out loud under timed conditions.</p> <p>Prepare a diagram with examples down the left-hand side and an arrow across the page to significance on the right. For example:</p> <p>'Umar's piety  importance of piety in Muslim leaders today</p> <p>Go over the diagrams and share work in class. Learners add three extra points in green pen from what they have learned in discussion. (F)</p> <p>Discuss and write a definition in a 10-line box for the following question:</p> <ul style="list-style-type: none"> • What does it mean to call the four Caliphs rightly guided? <p>Extension activity: Write an answer to the following exam style question:</p> | | | | | | |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|--|--|
| | | <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>a) Write about the achievements of one Caliph.</p> <p>b) What do you think was their most significant achievement and why?</p> </div> |
| <p>The importance of the four Caliphs as examples for Muslim communities in their relations with other states; as models for government today; and as examples for later times</p> | <p>To develop AO2 understanding skills by practicing a range of questions on this section of the syllabus</p> <p>To understand further the significance of the Caliphs in relations with other states; for governments today and for later times</p> | <p>Here is a selection of part (b) type questions. Learners choose three and works in groups of three to prepare answers on them, each learner leading on one in group discussion. After talking them through, learners draft answers then improve them, using green pen, after taking advice from the others in their group. (F)</p> <p>Part (b) questions to choose from:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto;"> <p>b) How can Muslims today learn from Abu Bakr and ‘Umar’s relations with other states?</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto;"> <p>b) Choose one quality of the rule of the four pious Caliphs and explain how Muslim governments today might learn from this.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto;"> <p>b) Muslims today might learn from ‘Ali’s attempts to reach out to his opponents and make peace. How might they do this?</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto;"> <p>b) ‘Umar’s rule teaches Muslims that their governments are best when they are pious. Give reasons why a Muslim might support this statement.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto;"> <p>b) Choose one Caliph and explain how their leadership may be taken as an example for Muslims today and in the future.</p> </div> <p>Extension activity: Prepare a guide leaflet for children on the period of four Rightly Guided Caliphs as a means of revising this section of the syllabus.</p> |
| <p>Past papers</p> | | |
| <p>Past papers are available to download at www.cambridgeinternational.org/support (F)</p> | | |

4. The Articles of Faith and the Pillars of Islam

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|---|---|
| <p>The Six Articles of Faith</p> <p>God, including what Muslims believe about Him</p> <p>Angels, their nature and duties</p> | <p>To know and understand belief in God and angels in detail</p> <p>To practise an examination question in draft and improve it</p> | <p>List the six main beliefs in Islam with a sentence to briefly explain each by way of overview to begin this topic.</p> <p>Make a mind map about beliefs in God, with the main beliefs along the main branches and the details, quotations and explanation along the smaller branches on the outside of the diagram. For the main branches the labels could include:</p> <ul style="list-style-type: none"> • Oneness / tawhid • Master of the Universe • Alone without any partner • Has 99 characteristics/ names <p>Angels bring messages to prophets; report at Judgement; are known as guardians and protectors; they obey God without question. Unpack this list of functions and add to it giving names of angels and narrate their roles in specific events, including the story of prophet Adam; announcing the Day of Judgement and so on. Discuss in group discussion.</p> <p>Here are two examination questions:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>a) According to Muslim belief what part do angels play in the everyday lives of human beings?</p> <p>b) Why is the belief in angels important for Muslims?</p> </div> <p>Learners draft answers to this question and compare their answers in pairs to help them improve, adding or correcting three points in green pen. (F)</p> <p>Links which may help research the articles of faith: https://sunnahonline.com/library/beliefs-and-methodology/80-some-basic-islamic-beliefs www.islamicity.org/topics/muslim-beliefs/ including podcasts www.al-islam.org/invitation-islam-sayyid-moustafa-al-qazwini/part-1-islamic-beliefs-pillars-islam</p> <p>Extension activity: Choose three of the 99 names of God and find a quotation including the name for each. Explain what each teaches Muslims about beliefs in God. (I)</p> |

| Syllabus ref. | Learning objectives | Suggested teaching activities | | | | | | | | |
|--|---|--|----------------------------|-----------------------------|-------------------------------------|----------------------------|--|--|--|--|
| <p>Books, their contents and purpose</p> <p>Prophets, their character and function</p> | <p>To know and understand the importance of beliefs in Books and Prophets in Islam</p> <p>To understand further the role of prophets by practising part (b) questions</p> | <p>Make a table about books in Islam.</p> <table border="1" data-bbox="736 301 2029 616"> <thead> <tr> <th>Name of Book</th> <th>Name of prophet revealed to</th> <th>Summary how it was revealed/details</th> <th>Purpose of this revelation</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td><i>(In this column you may prefer learners to focus on the similarity of the message of the books, e.g. belief in the One God, etc.)</i></td> <td></td> </tr> </tbody> </table> <p>Draw a mind map and capture ideas of function of prophets. Share points in class discussion and learners add three additional points they have learned by hearing others answers in green pen to improve their own. (F)</p> <p>Organise learners into groups of three. Each learner takes one of the following and prepares notes for the group, then explains them. The others ask questions and discuss the answer.</p> <ul style="list-style-type: none"> • Why do you think God gave miracles to his chosen prophets? • What in your opinion is the primary link between angels and prophets in Islam? • What, in your opinion, is the importance of prophets being sent to humanity? <p>Learners write up their answers as part (b) short essays.</p> <p>Extension activity: Choose two of the prophets who came before Muhammad (pbuh) and research the Qur'anic passages which give Muslims information about them. What can Muslims learn from these passages? (I)</p> | Name of Book | Name of prophet revealed to | Summary how it was revealed/details | Purpose of this revelation | | | <i>(In this column you may prefer learners to focus on the similarity of the message of the books, e.g. belief in the One God, etc.)</i> | |
| Name of Book | Name of prophet revealed to | Summary how it was revealed/details | Purpose of this revelation | | | | | | | |
| | | <i>(In this column you may prefer learners to focus on the similarity of the message of the books, e.g. belief in the One God, etc.)</i> | | | | | | | | |
| <p>God's pre-destination and decree, its meaning and significance</p> <p>Resurrection and the last day, the main events and its significance</p> | <p>Know and understand the main Islamic beliefs in predestination and decree as well as resurrection and the last day</p> | <p>Mind map: what are the signs of the coming of the last days? Share in discussion and group into major and minor signs by highlighting in two different colours.</p> <p>Make a sequenced flow chart of the main events of the last days and Day of Judgement. Check in whole group discussion and complete chart/ make additions. (F)</p> <p>Learners make a table with 10 rows and summarise the main beliefs in predestination and decree.</p> <p>They then make a poster of 10 'thought bubbles'.</p> | | | | | | | | |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|---|---|
| | | <p>E.g.</p>  <p>In each 'bubble' learners write a thought that Muslim believers might have in their daily life relating to this belief. For example, pray five times a day.</p> <p>Learners exchange their posters and use information they have shared to add two points to their own in green pen. (F)</p> <p>How does belief in life after death affect the life of a Muslim? To conclude this section, learners write three sentences to summarise what they have learned.</p> <p>Extension activity: Find five quotations from the Qur'an or Hadith about the last days and Day of Judgement. Write them down and explain what they mean. (I)</p> |
| Jihad in its range of meanings, physical, mental and spiritual | <p>Know and understand the different meanings of Jihad</p> <p>To consider striving in everyday life as a way of Jihad</p> | <p>By way of revision and recap, draw a mind map and capture ideas of all the battles involving the Prophet (pbuh) and first four Caliphs. Share in class and see who can name the most.</p> <p>Make a charter and list in it the conditions for the military Jihad/ Jihad of the sword. Then, research the other meanings of the word Jihad and share in group discussion.</p> <p>The following could be described as ways of striving for Islam in difficult circumstances or when tempted to do other things. Learners work in groups of three, taking one each and explain to the others how these might be considered a Jihad for individual Muslims in their thoughts and actions.</p> |

| Syllabus ref. | Learning objectives | Suggested teaching activities |
|--|---|--|
| | | <ul style="list-style-type: none"> • Tell the truth when others are gaining advantage by not being truthful • Keep fasting when others around are eating • Help others (such as by helping a charity) instead on enjoying free time. <p>After discussion, learners write up two examples as a short essay for a part (b) type answer.</p> <p>Extension activity: Using news articles, research any one non-violent campaign which Muslims are involved in which might be called a Jihad. Explain what this is about and why it might be called a Jihad. (I)</p> |
| <p>The Five Pillars of Islam:</p> <p>The declaration of faith, shahada, including the significance of what it contains</p> | <p>Know the Five Pillars in overview and the shahada in detail.</p> <p>Understand the importance of saying the shahada at different times and on different occasions</p> | <p>Draw a building with Five Pillars and write on each pillar the name of it and briefly what it is about as an introduction to this section.</p> <p>Make a definition of the shahada. Then learners think about and make notes on all the different occasions when someone might say the shahada, and why it is important at each occasion. Share points in group discussion.</p> <p>Links which may help give information about the Pillars and observances: www.al-islam.org/invitation-islam-sayyid-moustafa-al-qazwini/part-2-islamic-practices www.islamicity.org/5550/pillars-of-faith/ https://sunnahonline.com/library/the-call-of-islam/415-introduction-to-islam#h8-main-pillars</p> <p>Extension activity: What is the process someone might go through to convert (revert) to Islam? Describe this process and explain the importance of believing the shahada. (I)</p> |
| <p>Prayer, salat, preparations, performance and importance, Congregational prayers on Fridays and festivals, times, place, private prayer, delayed prayer</p> <p>Alms-giving, zakat, how it is performed and its</p> | <p>To know and understand the main details of prayer, zakat and fasting</p> <p>To carry out a group work research exercise and make a presentation</p> <p>To learn from other groups and write an examination essay on this topic using information learned</p> | <p>This section provides an opportunity for extended group work and research.</p> <p>Learners may be divided into three groups, each taking one of the following Pillars of Islam: Prayer, zakat, fasting. Each group prepares a detailed poster and presentation to give to the class, including details about how the pillar is performed and its importance. Opportunity for questions and answers after the presentation.</p> <p>Then, learners draft an answer to a pillar their group did not research, but they gained the information about from the other group's presentation.</p> <p>Learners then share answers and, using green pen, make three suggestions for improvement. (F)</p> <p>Here are the questions learners may choose from:</p> |

| Syllabus ref. | Learning objectives | Suggested teaching activities | | | | | | |
|---|---|--|--|---|--------------|---|----------------|---|
| <p>significance in the community</p> <p>Fasting, sawm, how it is observed, its significance and those exempted</p> | | <table border="1" data-bbox="779 271 1984 638"> <tr> <td data-bbox="779 271 943 384">Prayer</td> <td data-bbox="943 271 1984 384"> a) Write about the benefits of prayer (salah) in a Muslim's life. b) How does prayer (salah) bring a believer closer to God? </td> </tr> <tr> <td data-bbox="779 384 943 497">Zakat</td> <td data-bbox="943 384 1984 497"> a) Write about the requirements for giving zakat and who should receive it. b) How does zakat benefit both the givers and receivers? </td> </tr> <tr> <td data-bbox="779 497 943 638">Fasting</td> <td data-bbox="943 497 1984 638"> a) Write about the moral, social and economic benefits of a Muslim fasting. b) What, in your opinion, is the greatest reward of fasting? Give reasons for your choice. </td> </tr> </table> <p>Extension activity: Research about other forms of prayer including du'a personal prayers, delayed prayer, Eid prayers, funeral prayers and other prayers that learners can find out about. Make brief notes. (I)</p> | Prayer | a) Write about the benefits of prayer (salah) in a Muslim's life. b) How does prayer (salah) bring a believer closer to God? | Zakat | a) Write about the requirements for giving zakat and who should receive it. b) How does zakat benefit both the givers and receivers? | Fasting | a) Write about the moral, social and economic benefits of a Muslim fasting. b) What, in your opinion, is the greatest reward of fasting? Give reasons for your choice. |
| Prayer | a) Write about the benefits of prayer (salah) in a Muslim's life. b) How does prayer (salah) bring a believer closer to God? | | | | | | | |
| Zakat | a) Write about the requirements for giving zakat and who should receive it. b) How does zakat benefit both the givers and receivers? | | | | | | | |
| Fasting | a) Write about the moral, social and economic benefits of a Muslim fasting. b) What, in your opinion, is the greatest reward of fasting? Give reasons for your choice. | | | | | | | |
| <p>Pilgrimage, hajj, including the main observances involved and their significance'</p> | <p>To know and understand the main stages of the Hajj pilgrimage and the religious significance of each stage</p> <p>To draw together and revise knowledge for this section of the syllabus</p> | <p>Draw a labelled map of the main stages of the Hajj pilgrimage. Label each stage with the main details of what happens and why it is important. Learners draft a response to the following examinations style question:</p> <table border="1" data-bbox="916 853 1848 967"> <tr> <td data-bbox="916 853 1848 967"> a) Write a detailed account of two stages of the Hajj pilgrimage b) Explain the significance to Muslims of the stages you have chosen </td> </tr> </table> <p>Learners discuss their answers in pairs and, using green pen, make three points for improvement. (F)</p> <p>Whole group discussion: in what ways does Hajj help Muslims to make a fresh commitment to keeping the requirements of their faith? Draw a mind map and brainstorm ideas.</p> <p>Extension activity: Make an A to Z revision booklet including a dictionary of all the terms used in this section of the syllabus and what they mean, as a way of summarising what learners have understood. (I)</p> | a) Write a detailed account of two stages of the Hajj pilgrimage b) Explain the significance to Muslims of the stages you have chosen | | | | | |
| a) Write a detailed account of two stages of the Hajj pilgrimage b) Explain the significance to Muslims of the stages you have chosen | | | | | | | | |
| <p>Past papers</p> | | | | | | | | |
| <p>Past papers are available to download at www.cambridgeinternational.org/support (F)</p> | | | | | | | | |

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES April 2020