

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

2058 ISLAMIYAT

2058/01

Paper 1, maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2058	01

Candidates must attempt **Question 1, Question 2** and **two** other Questions.

- 1 Choose any two of the following passages from the Qur'an, and**
- (a) briefly describe the main theme(s) in each passage; [4]
- (b) briefly explain how each passage presents its theme(s) in a distinctive way. [4]

In order to give a mark for AO1 you will have to read both part (a) answers, and similarly in order to give a mark for AO2 you will have to read both part (b) answers.

You should give only two marks, one for both part (a) answers, and one for both part (b) answers.

When marking this question, you may have to read the answers a number of times.

(1) Sura 6.101–103

101. To Him is due the primal origin of the heavens and the earth: how can He have a son when He has no consort? 102. He created all things, and He has full knowledge of all things. That is Allah, your Lord! there is no God but He, the Creator of all things: then worship Him: and He has power to dispose of all affairs. 103. No vision can grasp Him, but His grasp is over all vision: He is above all comprehension, yet is acquainted with all things.

(2) Sura 41.37

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

(3) Sura 112

1. Say: He is Allah, the one and only; 2. Allah, the eternal, absolute; 3. He does not beget, nor is He begotten; 4. And there is none like Him.

(a) What are the main teachings?

(1) Sura 6.101–103

Good answers to this passage will talk about God's power and knowledge over all things. He is the only one to control the heavens and the earth and so emphasises the theme of tawhid. Candidates could talk about the importance of God being the only creator, not sharing authority with anyone else. They could also mention God's knowledge and power. He has knowledge about all His creation, and He has power over all His creation. He is not perceivable and mankind should worship Him.

(2) Sura 41.37

This passage is about God as creator and his power to create and control everything. Good answers will talk about God creating and controlling things in nature, things that benefit mankind. The passage is also about the existence of God and signs in creation. So it is Him alone that should be obeyed.

(3) Sura 112

Good answers to this passage will talk about God's unique characteristics which are central to the Islamic faith. Candidates can talk about tawhid, and elaborate on its importance. They could also talk about God being eternal and absolute and unique, and elaborate on what the meaning of these words are. There is no-one like Him and He is completely alone in these attributes.

The above answers are not the only answers that could be presented. Candidates should be allowed to develop/show other relevant themes of the passage. They could also give comparisons with themes of other passages. The highest level should be kept for well written answers offering a variety of themes.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2058	01

(b) What do these teachings mean?

(1) Sura 6: 101–103

These teachings emphasise the importance of tawhid for Muslims, and the first verse summarises this by asking mankind to reflect upon His relationships and how it's not possible for Him to have family. The only relationship He has is with His creation, and candidates could also talk about how man is asked to worship Him as it says in this passage that only He can fulfil their needs. Candidates could talk about His unique attributes mentioned in this sura, which are unlike human attributes. Mankind should reflect upon this so they know not to worship anyone other than Him.

(2) Sura 41.37

The themes are presented in this passage by presenting God's creation of things in nature, in particular the sun and moon and day and night. Candidates could talk about the importance of these things for mankind and why they are mentioned to show God's power. Good answers will talk about why humans should worship Him and not His creation, and about how the things He creates have an order and harmony.

(3) Sura 112

The themes in this passage are presented in a concise way, a key feature of this sura. Candidates should talk about the words used in this passage to show God's characteristics/uniqueness, e.g. saying that he does not have children nor was he born shows that he has no children or family. There are other passages in the Qur'an that mention these same themes, which could be referenced, but this one is considered to be the most significant [due to the importance the Prophet gave to it (being one third of Qur'an)].

Higher level answers in part (b) will be able to say how certain words/phrases/ideas are used in the passages to convey the themes mentioned in part (a). Candidates could say how the imagery is like or unlike other passages, but should show how they are related, not just reference them.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2058	01

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

- 2 (a) Give an account of how the Qur'an was compiled in the years following the Prophet's death. [10]**

For this answer candidates should write a clear and comprehensive account of the compilation of the Qur'an, after the Prophet died and not during his life, including the figures involved.

Candidates could start from the events/consequences of the battle of Yamama and the need to compile the revelation, as well as mentioning the role played by Abu Bakr, 'Umar, Zayd Ibn Thabit and 'Uthman in the compilation. Candidates could further elaborate on this by mentioning the roles of Hafsa, and the other Companions who worked with Zayd.

They could also mention how there were different, competing versions of the Qur'an in different parts of the Islamic Empire.

- (b) Explain why the first community of Muslims thought it was necessary to compile the Qur'an. [4]**

For this part, candidates should mention why Abu Bakr and 'Umar, and later 'Uthman, feared the Qur'an would be lost and the implications of not compiling it or ensuring its authenticity. They should be able to discuss the implications of the initial compilation to the modern world, and how it has remained the same since.

- 3 (a) Write about the life of the Prophet up until the first revelation. [10]**

Candidates can provide details of any events related to the Prophet Muhammad's life up until he received the first revelation. However, good answers will write a narrative naming key figures, important events and sequence them in the order in which they happened.

Candidates could talk about the Prophet's parents, his guardianship under his uncle Abu Talib, and his relationship with the Quraysh. They could mention special events that occurred in his childhood, e.g. the angels washing his heart. They should also mention his trade journeys, and related to this, his subsequent marriage to Khadija, as well as the meeting with Bahira. Better answers may also give elaborations about his character and mention his increasing seclusions just before revelation – with any relevant supporting quotations.

- (b) Why was his relationship with his wife Khadija important for him? [4]**

Good answers to this part will mention Khadija's support of the Prophet, financially and spiritually, and being the first Muslim. They could also mention that her support allowed him to spend time in seclusion and that his seclusion prepared him for receiving revelation. They could also mention that her maturity allowed her to console and believe in the Prophet when he received revelation [reference to Sura 93:8]. Candidates should look to give thoughtful and insightful explanations as to why this was important to the Prophet and the subsequent development of Islam.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2058	01

4 (a) Describe the events relating to the Prophet's experiences in caves. [10]

Candidates should be able to give an in-depth narrative of the Prophet's experiences in the two caves, namely Cave Hira and Cave Thawr/Saur.

They should be able to name the caves and give details of what happened in each cave. They should also be able to name the key figures involved, e.g. Jibra'il and Abu Bakr.

Related to Cave Hira, candidates could mention why the Prophet was in the cave, the appearance of the angel, the quotation of Sura 96:1–5, as well as a description of what happened to the Prophet when he left the cave.

Related to Cave Thawr/Saur, candidates could mention why the Prophet found himself in the cave, who he was with, details about Abu Bakr's role as well as a reference to the Qur'anic verse relating to this incident.

(b) Explain the significance of one of these experiences for the development of Islam. [4]

Candidates should try to show some understanding of the importance of one of these incidences, and try to relate its significance to Muslims today.

Cave Hira

This event started God's final guidance for mankind as it was when the Prophet was given the first revelation of the Qur'an, which is the most important book for Muslims to get guidance. The event was also significant for the Prophet as he was given his prophethood. It highlighted the transition from polytheism to monotheism. Candidates should try to reflect upon these reasons and their significance to themselves or the wider community of Muslims.

Cave Thawr

This event was significant because there was a threat to the Prophet in Makka and God gave permission to leave. Candidates should mention that at this time, the Prophet had to have trust in God as well as his followers to escape the threat. If he hadn't trusted them and if he had been captured Islam would not have developed. It was the beginning of a new phase for the Muslims because they left everything behind. Candidates should try to reflect upon these reasons and their significance to themselves or the wider community of Muslims.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	2058	01

5 (a) Describe the teachings of Islam about the position of women as wives, mothers and daughters. [10]

Candidates should give relevant details about what Islam teaches about women being wives, mothers and daughters. This should be a descriptive account of their position and their role/duties. Candidates should also give reference to the life of the Prophet to elaborate on these roles and duties, and may quote Qur'an and Hadith to support their points.

As wives, candidates could mention their position with their husbands as well as their duties around the home. These details could be elaborated upon using illustrations from the Prophet's life, about the role his wives played and how he behaved with them. They could also quote relevant verses from the Qur'an/Hadith about wives.

As mothers, candidates could mention their duties to their children, the high position they are given for this, which could be illustrated through a story about the Prophet and his mother. They could also quote relevant verses from the Qur'an/Hadith about mothers.

As daughters, candidates could mention the relationship they have with their parents, as well as their brothers. They could mention that daughters are considered a mercy (*rahma*) for parents. Their position could be illustrated using examples of the Prophet's relationship with his daughters. They could also quote relevant verses from the Qur'an/Hadith about daughters.

(b) What do these teachings tell us about the relationship between men and women? [4]

Candidates should try to show some understanding of how men and women should respect each other, mentioning the reasons for their behaviour if they are not related. They could also explain how they are equal before God but with different roles, and elaborate on this by giving examples of the relationship between men and women in the present-day, as well as discussing the significance of this relationship. Candidates should give reasons not just a description.