

Scheme of Work – Paper 1

Cambridge O Level Islamiyat 2058

For examination from 2021



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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 themes of the Qur'an	It is recommended that this should take about 10 hours/ 15% of the course.	1
The history and importance of the Qur'an	It is recommended that this should take about 16 hours/ 25% of the course.	2
The life and importance of the Prophet Muhammad (pbuh)	It is recommended that this should take about 20 hours/ 30% of the course.	3
The first Islamic community	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.

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 1 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 and the skills 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
God in Himself	To establish knowledge of what themes about God in Himself are expressed in these Suras.	<p>Share the criteria for levels descriptors for part (a) questions using the Levels of response tables in the syllabus.</p> <p>Learners then write a 10-line answer to explain the theme in the first passage, Sura 41.37. Discuss answers and mark them together, working in pairs, using the sample criteria (F).</p> <p>Opportunity for learners to improve their work as a result – this could be done in green pen to show evidence of learner's improvement.</p> <p>For the second passage, Sura 42.4-5 learners then write a 10-line answer in test conditions, as a practice. As with the real examination, they may use the text. Discussion and feedback.</p> <p>Extension activity: What other references from the Qur'an might support the teachings made in these Suras? Choose one Sura and find at least two short quotations from other Suras to support it. Learners explain their choice. This piece of research could be a homework activity. (I)</p>
Past papers		
Past papers are available to download at www.cambridgeinternational.org/support (F)		

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 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 themes of the Qur'an

Syllabus ref.	Learning objectives	Suggested teaching activities
Introduction to the section – Major themes of the Qur'an	Establish knowledge about Muslim beliefs in God from prior learning	Establish what learners know about Muslim beliefs in God. Learners draw a mind map and refer to the 99 names of God, or to aspects of belief, or to well-known verses / ayahs from the Qur'an. Opportunity for formative assessment by giving themselves a tick for each point they have correctly identified when feedback is given, and learners share their points in class discussion. (F)
God in Himself Set passage Sura 112	Know the suras set for each theme Practise a part (a) question and provide formative feedback	Select and group the teachings established into the areas: God in Himself, God's relationship with the created world and God's Messengers. These are the three areas defined by the specification and the themes identified should focus on these. Quick quiz: which Suras set for study fall within each theme? Model the themes and how a part (a) question might be answered for Sura 112, one of the shortest in this selection, taking suggestions in class discussion. The text for this and the other passages used in this specification may be found in Yusuf Ali's translation at: www.quran411.com/ Learners write up their answers following discussion. Opportunity to swap answers and provide peer feedback. (F)
God in Himself Set passages Sura 41.37 and 42.4-5	To establish knowledge of how the theme of God in Himself is expressed in these Suras and what aspects are specifically discussed To draft, improve and practise answering an examination style question about the themes in the passage	Introduce the Suras in class, read through and explain the key points in Sura 41.37 and Sura 42.4-5. The following words are found within the translations of these Suras: signs; adore Allah; serve; belongs; praises; forgiveness. Learners use these words as prompts to help explain the meaning of the Sura, bearing in mind the theme of God in Himself. Write a bullet point for each prompt word. Share the criteria for levels descriptors for part (a) questions using the Levels of response tables in the syllabus. Learners then write a 10-line answer to explain the theme in the first passage, Sura 41.37. Discuss answers and mark them together, working in pairs, using the sample criteria. (F) Opportunity for learners to improve their work as a result – this could be done in green pen to show evidence of improvement. For the second passage, Sura 42 four or five learners then write a 10-line answer in test conditions, as a practice. As with the real examination, they may use the text. Discussion and feedback. Extension activity: What other references from the Qur'an might support the teachings made in these Suras? Choose one Sura and find at least two short quotations from other Suras to support it. (I)

Syllabus ref.	Learning objectives	Suggested teaching activities
		Learners explain their choice. This piece of research could be a homework activity.
<p>God in Himself</p> <p>Set passages Suras 2.255 and 6.101-103</p>	<p>To establish knowledge of what themes about God in Himself are expressed in these Suras</p> <p>To carry out a group work research exercise and share findings</p>	<p>Suras 2.255 and 6.101-103 are the longest passages set for study in this group of Suras. Learners may be divided into groups. Each group will be set one of the two Suras and they must research and present to the group their findings about the theme(s). By way of introduction, the teacher may explain sources of information, especially the idea of tafsir interpretations of the Qur'an.</p> <p>The following online sources and others might be useful: Sayyid Abul Ala Maududi - Tafhim al-Qur'an - The Meaning of the Qur'an. www.englishtafsir.com/ Detailed tafsir of Qur'an including the interpretations from three renowned scholars – Abdu Raheem As-Saranbi, Ibn Kathir and Maududi: www.alim.org/library/quran/surah/arabic/1/ARB Nauman Ali Khan podcast lectures in English on some suras: www.nakcollection.com/quran-tafsir.html Summary of all the chapters of the Qur'an and their meaning: www.islamreligion.com/category/77/summary-of-quranic-chapters/</p> <p>Groups present their findings to the class as a whole. Learners then make notes using the findings. Opportunity for questions and feedback about the presentations (F).</p> <p>Extension activity: Learners carry out independent research using another source of tafsir. (I)</p>
<p>God's relationship with the created world</p> <p>Set passages Sura 1, Sura 2.21-22, Sura 96.1-5, Sura 99, and Sura 114</p>	<p>To establish how and what knowledge of God's relationship with the created world is expressed in these Suras</p> <p>To write answers about the theme in two passages, then improve them to show explanation</p>	<p>There are five passages in this section:</p> <ul style="list-style-type: none"> • Sura 1 • Sura 2.21-22 • Sura 96.1-5 • Sura 99 • Sura 114. <p>Learners draw a table with three columns: column 1 – The Sura, column 2 – Details about the theme; column 3 – What this might mean to Muslims today.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities						
		<table border="1" data-bbox="741 240 2007 523"> <thead> <tr> <th data-bbox="741 240 1162 339">The Sura</th> <th data-bbox="1169 240 1585 339">Details about the theme</th> <th data-bbox="1592 240 2007 339">What this might mean to Muslims today.</th> </tr> </thead> <tbody> <tr> <td data-bbox="741 344 1162 523"></td> <td data-bbox="1169 344 1585 523"></td> <td data-bbox="1592 344 2007 523"></td> </tr> </tbody> </table> <p data-bbox="667 555 1980 619">Complete the table using resources such as your class textbook or recommended textbooks. This may be done independently as an act of research (I).</p> <p data-bbox="667 647 2056 711">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 data-bbox="667 740 2069 804">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 data-bbox="667 833 2069 896">Learners then peer assess and, using green pens, circle 3 places in each answer where any words are repeated from the passage and not explained or could be explained more clearly. Learners then improve their answers as a result. (F)</p>	The Sura	Details about the theme	What this might mean to Muslims today.			
The Sura	Details about the theme	What this might mean to Muslims today.						
<p data-bbox="161 927 367 1046">God's relationship with the created world</p> <p data-bbox="161 1082 367 1233">Set passages Sura 1, Sura 2.21-22, Sura 96.1-5, Sura 99, and Sura 114</p>	<p data-bbox="392 927 642 1078">To develop awareness of the issues raised for the lives of Muslims today</p> <p data-bbox="392 1114 577 1201">To practise answering AO2 questions</p>	<p data-bbox="667 927 2069 1015">In preparation for the lesson, learners are asked to bring in a news article, which could be from a printer paper or saved from an online article saved on electronic device/ mobile phone, about the environment. As a starter exercise, discuss issues facing the environment.</p> <p data-bbox="667 1050 1227 1082">The following words are found in the passages:</p> <ul data-bbox="712 1114 920 1273" style="list-style-type: none"> • sustainability • sustenance • bounty • convulsion • whisperer. <p data-bbox="667 1305 2056 1369">Discuss in pairs/class and write down a definition of the meaning of each word. Opportunity to check in pairs/ improve definitions. (F)</p>						

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners draw a diagram to represent the issues they found at the top write God and arrows downwards. Label the arrows with things God sends to earth, for example God sends rain, sustenance (this can be found in the passages). Label the issues on earth, such as use of resources, sustainability, and the problems of the ‘whisperer’ (evil or the devil, shaytan) causing discord.</p> <p>Choose two passages and, with the help of the diagram, write an answer to part (b), about the meaning of each passage in the lives of Muslims today.</p> <p>Extension activity: Choose one environmental issue that you are aware of, which could be a world issue or a local issue and write down what a Muslim might advise given their beliefs and what they could have learned from these passages. (I)</p>
<p>God’s Messengers</p> <p>Set passages Sura 2.30-37 Sura 6.75-79 Sura 5.110</p>	<p>To learn key knowledge about the Prophet Adam, Abraham and Jesus from the set passages and prophethood in general</p> <p>To draw lessons from these stories for the lives of Muslims today</p>	<p>Learners read Sura 2.30-37 and summarise the key concepts about prophethood in the passage in no more than 75 words. This passage is about the Story of Adam, his selection, temptation and the importance of obedience and seeking repentance. Discuss the ideas in groups and improve on them with peer suggestions. (F)</p> <p>Here is a very brief summary of the next two passages:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Sura 6.75-79 Abraham, the moon, starts and how he worked out that there must be only One God.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Sura 5.110 Jesus and miracles that come from God.</p> </div> <p>Learners may use this to expand on it and describe the themes in each passage in more detail. Working in pairs, one takes a passage each then teaches the other to share learning. Provide feedback to each other (F).</p> <p>Learners make notes or a mind map of different lessons that Muslims may learn today from the stories of these Prophets. For example, patience in the face of adversity; the importance of staying true to God’s commands despite temptation. One passage may be written up as an AO2 answer.</p> <p>Extension activity: Choose one Messenger from the three studied here (Adam, Abraham or Jesus). Research Muslim beliefs about their lives and what else Muslims might learn from them to help guide their lives today. (I)</p>
<p>God’s Messengers</p> <p>Set passages Sura 93</p>	<p>To learn key knowledge about two different revelations from the life of Muhammad (pbuh)</p>	<p>The following passages are from episodes in the life of Muhammad (pbuh):</p> <p>Sura 93 gives reassurance to Muhammad (pbuh) after a gap in the revelations Sura 108 refers to God who granted abundance and the haters of Muhammad (pbuh) who will be cut off.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
Sura 108	To practise and improve examination answers	<p>Learners work in groups using textbooks and other resources (such as the tafsir links given above) to identify the who, what, when, where, how and why of each passage.</p> <p>Choose one passage then answer both part (a) describe the theme; and part (b) explain the teachings for Muslims today.</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>Learners share answers and using green pen, make recommendations for improvement (F). They may then redraft one of the parts they wrote showing improvement.</p> <p>Extension activity: Index cards or A5 sized pieces of paper may be used to summarise what has been learned in this section as revision. (I)</p>
Past papers		
Past papers are available to download at www.cambridgeinternational.org/support (F)		

2. The history and importance of the Qur'an

Syllabus ref.	Learning objectives	Suggested teaching activities
The revelation of the Qur'an to the Prophet (pbuh) between the years 610 and 632	<p>To gain knowledge of the revelation of the Qur'an, including features, stages and examples</p> <p>To complete a group research exercise and share findings</p>	<p>Learners make a timeline of the revelations of the Qur'an on poster paper. Divide the line into the Makkan and Madinan periods. Give examples of revelations from each period and add details about the context around the edge of the timeline posters.</p> <p>Learners are organised into groups of three. Each member takes one of the following tasks. Learners then report back and share their knowledge:</p> <ol style="list-style-type: none"> Using a textbook and other source, learners make notes or a mind map of all the different ways in which the Prophet (pbuh) received revelations, such as in dreams, directly from angel Jibril and so on. Research the ways in which revelations helped the Prophet (pbuh) at specific times. Give 3 examples. For example, the revelation to begin preaching to his family. What are the similarities and differences between the Makkan and Madinan revelations? Come up with 3 points. <p>The following links may help in this: https://sunnahonline.com/library/the-majestic-quran/272-holy-quran-its-historical-authenticity-the www.al-islam.org/prophethood-and-prophet-islam-ayatullah-ibrahim-amini/revelation-and-preservation-quran www.minhaj.org/english/tid/2929/The-History-And-Compilation-Of-The-Holy-Quran.html https://islamondemand.com/how-the-quran-was-revealed-and-compiled-hamza-yusuf/</p> <p>Extension activity: The Qur'an was revealed in parts over a number of years. Research why was this important? What issues came from this? How important is it to consider the context of revelations? (I)</p>
The account of the compilation of the Qur'an under the Rightly Guided Caliphs	<p>To understand the roles played by different people in the Compilation of the Qur'an</p> <p>To consider the importance of having a written Qur'an</p>	<p>Draw four boxes and in each write one of the names of the four Rightly-Guided Caliphs: Abu Bakr, 'Umar, 'Uthman and 'Ali.</p> <p>In each box summarise the events which occurred to help compile the Qur'an.</p> <p>In discussion, learners may check they have detailed points in each box and add where there are some spaces (F).</p> <p>Use this information to draft an answer to a part (a), 10 marks: Write about the way in which the Qur'an was compiled after the Prophet's death. Discuss in pairs and identify at least two points to improve (F).</p>

Syllabus ref.	Learning objectives	Suggested teaching activities																								
		<p>Learners make a 10-point quiz about who did what, in the process of the compilation of the Qur'an, and test each other. (F)</p> <p>Extension activity: How does the Qur'an in written form help Muslims around the world? Research and write down at least four examples. (I)</p>																								
<p>The major themes of the Qur'an as contained both in the passages set for special study and in other similar passages</p>	<p>Define what the main themes are in the Qur'an</p> <p>Investigate God's relationship with His Messengers in detail</p> <p>Practise a part (a) question on this topic</p>	<p>Begin with a mind map exercise, to define themes in the Qur'an.</p> <p>Learners make a mind map of themes and examples. Main themes might include the main beliefs</p> <ul style="list-style-type: none"> • tawhid (Oneness of God) • risalah (Messengers) • akhirah (Afterlife) <p>These can be especially emphasised from Suras revealed in Makka; other themes about community living, knowledge, compassion and so on might be given.</p> <p>Focus on the theme of the relationship between God and His Messengers, such as Adam, Abraham, Moses, Jesus and Muhammad. Make a table.</p> <table border="1" data-bbox="728 834 2018 1412"> <thead> <tr> <th data-bbox="728 834 1050 927">Name of Messenger</th> <th data-bbox="1057 834 1373 927">Details of life</th> <th data-bbox="1379 834 1695 927">Quotations from Qur'an</th> <th data-bbox="1702 834 2018 927">What does this mean in terms of relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="728 932 1050 1024">Adam</td> <td data-bbox="1057 932 1373 1024"></td> <td data-bbox="1379 932 1695 1024"></td> <td data-bbox="1702 932 2018 1024"></td> </tr> <tr> <td data-bbox="728 1029 1050 1121">Abraham</td> <td data-bbox="1057 1029 1373 1121"></td> <td data-bbox="1379 1029 1695 1121"></td> <td data-bbox="1702 1029 2018 1121"></td> </tr> <tr> <td data-bbox="728 1126 1050 1219">Moses</td> <td data-bbox="1057 1126 1373 1219"></td> <td data-bbox="1379 1126 1695 1219"></td> <td data-bbox="1702 1126 2018 1219"></td> </tr> <tr> <td data-bbox="728 1224 1050 1316">Jesus</td> <td data-bbox="1057 1224 1373 1316"></td> <td data-bbox="1379 1224 1695 1316"></td> <td data-bbox="1702 1224 2018 1316"></td> </tr> <tr> <td data-bbox="728 1321 1050 1414">Muhammad (pbuh)</td> <td data-bbox="1057 1321 1373 1414"></td> <td data-bbox="1379 1321 1695 1414"></td> <td data-bbox="1702 1321 2018 1414"></td> </tr> </tbody> </table>	Name of Messenger	Details of life	Quotations from Qur'an	What does this mean in terms of relationship	Adam				Abraham				Moses				Jesus				Muhammad (pbuh)			
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Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners complete tables. Opportunity to share points and make corrections so that tables are completed by all learners. (F)</p> <p>What does the Qur'an teach about God's relationship with His Messengers? Answer this part (a) question by referring to two Messengers in detail. Write an answer and share in pairs, using green pen to make a suggestion for improvement. (F)</p> <p>Extension activity: Choose two more themes to research in detail, giving examples of revelations from each and explaining the importance of the theme. (I)</p>
<p>The use of the Qur'an in legal thinking, and its relationship with the Hadiths, consensus (ijma') and analogy (qiyas)</p>	<p>To research and define the 4 sources of Islamic Law, making detailed notes and giving examples</p> <p>To develop evaluation skills for AO2 by participating in a courtroom style debate</p>	<p>The focus of this part will be to find information to respond to the following examination questions:</p> <div data-bbox="853 644 1897 778" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>a) Write an account of how the four sources of Islamic Law are used together.</p> <p>b) How useful are ijma' and qiyas when dealing with modern issues?</p> </div> <p>To prepare for part (a) learners make a writing frame with four boxes, one each for the four main sources:</p> <ul style="list-style-type: none"> • Qur'an • Hadith • ijma' • qiyas. <p>Using textbooks and resources they populate their boxes. Discussion and sharing of work allows learners to add points to their boxes. (F)</p> <p>Organise a debate about modern day issues: for example:</p> <div data-bbox="983 1187 1765 1254" style="background-color: #e67e22; color: white; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Smoking. Should smoking be considered forbidden or not?</p> </div> <p>The same debate might be carried out for other topics. The class may be divided into two: 'for and against', and carry out a debate. Each side must gather evidence from the sources of Islamic Law to support their case.</p> <p>Extension activity: Learners write up their answers in full as an essay.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
<p>The Qur'an's significance as the basis of all thought and action in Islam</p>	<p>To consider the different ways in which the Qur'an is important</p> <p>To develop evaluative skills to help AO2 through debate</p> <p>To consolidate knowledge of this section</p>	<p>Take the following three areas and give examples of the importance of the Qur'an in each area:</p> <ul style="list-style-type: none"> • Islamic main beliefs • The Five Pillars of Islam • Family and community life <p>Learners might be guided to start with examples:</p> <ul style="list-style-type: none"> • Islamic main beliefs – the Qur'an teaches the main beliefs such as the Oneness of God, without which people might have still worshipped idols • The Five Pillars of Islam – the words for prayer include Sura Fatiha from the Qur'an, without which no prayer is thought to be complete • Family and community life – when eating together often individuals and families may say a du'a (supplication) using words of the Qur'an; festivals and rites of passage are relevant here too <p>Represent notes made in three large circles. Share work and add one further example by sharing learner's points. (F)</p> <p>Class discuss:</p> <ul style="list-style-type: none"> • What, in your opinion, is the most important teaching in the Qur'an? • Could Islam exist without the Qur'an? • How do Muslims understand the Qur'an and what it means? <p>Extension activities: Research the importance of knowledge as a theme in the Qur'an. Make a revision poster to summarise all of the knowledge learned during this section. (I)</p>
<p>Past papers</p>		
<p>Past papers are available to download at www.cambridgeinternational.org/support (F)</p>		

3. The life and importance of the Prophet Muhammad (pbuh)

Syllabus ref.	Learning objectives	Suggested teaching activities								
The main events of the Prophet's life from his birth to his call to prophethood	<p>To learn the main events from the upbringing of Muhammad (pbuh) and understand their significance</p> <p>To complete a summarising exercise</p>	<p>Learners produce a leaflet explaining the main events in the early life of the Prophet (pbuh). Events to consider include his early upbringing in the desert and family matters (he was orphaned); the angels washing his heart signifying his future as a completely pure person and prophet.</p> <p>Summarise the history and importance of the Black Stone in 10 lines.</p> <p>Learners may use one of these sources or other appropriate material: www.islamiclandmarks.com/Makka-haram-sharief/hajar-al-aswad https://islamqa.info/en/answers/1902/the-black-stone</p> <p>Using textbooks or other relevant sources, learners discuss and answer these two questions:</p> <ul style="list-style-type: none"> • What did Muhammad do (pbuh) to solve the argument over the Black Stone? • What does this show about the character of Muhammad (pbuh)? <p>Extension activity: Find one Qur'anic reference and one Hadith reference to the importance of being trustworthy. Think of two situations in the modern day in which Muslims might apply this by being trustworthy, even if it is difficult to do so. (I)</p>								
The main events of his activities in Makka and his experiences with his opponents	<p>To develop detailed knowledge of the events in Makka between Muhammad (pbuh) and his opponents</p> <p>To research and share information</p> <p>To consider the importance of patience and restraint in reacting to such situations</p>	<p>Learners make a table:</p> <table border="1" data-bbox="743 986 1998 1276"> <thead> <tr> <th>Main messages from Muhammad (pbuh)</th> <th>Main reasons why the Quraysh opposed these messages</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Here are some examples of the way opponents treated Muhammad (pbuh):</p> <ul style="list-style-type: none"> • The old woman who dumped rubbish at the Prophet's doorstep • Throwing camel entrails at the Prophet (pbuh) who was praying 	Main messages from Muhammad (pbuh)	Main reasons why the Quraysh opposed these messages						
Main messages from Muhammad (pbuh)	Main reasons why the Quraysh opposed these messages									

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • The desolate time of exile in the barren valley • Stone throwing at Taif • The divorce/ shaming of his daughters • The behaviour of Abu Lahab <p>Distribute these as tasks for learners to report on. Each learner has one situation to find out</p> <ul style="list-style-type: none"> ? Who ? What ? When ? Where ? How ? Why <p>Learners then share their information to complete their notes for all of the situations by learning from each other. Opportunity for questions and feedback, to share and fill in any gaps in their notes. (F)</p> <p>For the life of Muhammad (pbuh) the following links may be useful: https://sunnahonline.com/islamic-lectures/history-of-islam/565-life-and-mission-of-muhammad-the www.islamicity.org/6434/the-message-of-the-prophets-seerah/ www.islamicity.org/9792/reflecting-sunnah-derived-sirah/ https://d1.islamhouse.com/data/en/ih_books/single/en_the_life_of_the_prophet_muhammad.pdf</p> <p>Extension activity: Read the following article or similar appropriate source: https://yaqeeninstitute.org/mohammad-elshinawy/how-the-prophet-muhammad-rose-above-enmity-and-insult/#.Xhbqzcyj7SUK How did the Prophet (pbuh) respond to violence against him? Find out about one situation and consider how Muslims today might learn from this. (I)</p>
The main events in Makka continued	To practise drafting and improving part (a) essay questions, focusing on the main events in Makka	<p>Here are three different part (a) examination questions from this section:</p> <div style="border: 1px solid black; padding: 10px;"> <p>a) How did Islam grow in the years between the Prophet's first revelation and his first public preaching in Makka?</p> <p>a) The Prophet's relationship with the Quraysh changed after he began to receive revelations. Describe the differences in the way the Quraysh treated him after this event.</p> </div>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>a) The Prophet Muhammad brought the message of Islam to Makka. Describe the ways the main clans treated him after hearing his message.</p> </div> <p>Using notes and textbooks, learners prepare draft answers to one of the questions. They then share their work with another learner and working in pairs, write three comments in green pen about how to improve their work (F).</p> <p>Learners write up their work as a practice essay under times conditions.</p> <p>Extension activity: In what ways, despite all the problems, did Muhammad (pbuh) receive help in Makka? Investigate and make a list. Examples: from his Uncle Abu Bakr, from Khadijah, and so on. (I)</p>
<p>The Prophet's significance as Seal of the Prophets and last Messenger of God</p> <p>The Prophet's night journey and ascension (al-isra wal mi'raj)</p>	<p>To know and understand the main events of the Prophet's night journey</p> <p>To understand the significance of this event</p>	<p>Start by asking learners to identify the who, what, when, where, how and why of the night journey and ascension and feed back in class discussion.</p> <p>The night journey was significant in many ways:</p> <ul style="list-style-type: none"> • For the establishment of prayer in Islam • For the place of Muhammad (pbuh) as Seal of the Prophets • For strengthening the Muslim community at a difficult time <p>Learners use resources to find out the significance for each of these bullets. They might find the following resources helpful:</p> <p>www.islamicity.org/11458/the-miraj-ascension/</p> <p>www.dar-alifta.org/Foreign/ViewArticle.aspx?ID=1872&CategoryID=4</p> <p>https://aboutislam.net/reading-islam/about-muhammad/the-miraculous-night-journey-a-brief-story/</p> <p>Learners use the information they have gained to write an answer to a part (b) question:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>b) Why do you think it was important for God to take the Prophet (pbuh) on this journey?</p> </div>
<p>Migration and The Hijrah</p>	<p>To know the main events of the migrations to Abyssinia and to Madina</p>	<p>Give the following points to learners in the wrong order and ask them to sequence these events:</p> <ul style="list-style-type: none"> • Abyssinia small group migrates • Abyssinia larger group migrates • Makkans speak with ruler of Abyssinia • Plot to Kill Muhammad (pbuh)

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>To develop skills of explanation about these events</p>	<ul style="list-style-type: none"> • Revelation ordering the Prophet (pbuh) to leave • Ali sleeps on Prophet's bed • Abu Bakr and Muhammad (pbuh) in Cave of Thawr • The first mosque in Quba • Entry in Madina and founding of Mosque/ home <p>Learners add a sentence to each to explain what happened and add three quotes overall from Qur'an and/ or Hadith to give further details about what happened. Opportunity to check through and share answers in a discussion. (F)</p> <p>The following statements might be said about the migrations:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>“The migration of Abyssinia helped Muslims to survive.”</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>“The journey to Madina showed the Prophet's trust in God.”</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>“The Hijrah was important in enabling Muslims to practise openly.”</p> </div> <p>Working in pairs, learners discuss the statements and unpack what they mean.</p> <p>Extension activity: Find out about Muslim migrations in the world today from news articles and consider what modern day migrants might learn from the migrations in the time of the Prophet (pbuh). (I)</p>
<p>Muhammad's conflicts with the Makkans and others</p> <p>The importance of his actions as examples for Muslim communities in their relations with other states</p>	<p>To know the main details about the conflicts involving the Prophet (pbuh)</p> <p>To evaluate the wider significance of these for the history and development of the Muslim community and relations with other states</p>	<p>Some of the main conflicts the Prophet Muhammad (pbuh) faced were:</p> <ul style="list-style-type: none"> • Battle of Badr • Battle of Uhud • Battle of Hunain • Battle at Khaybar • Expedition to Tabuk • Battle of the Trench/Khandaq <p>Learners draw five boxes and answer in each: opposing force; reason for battle; the Prophet's role; outcome; reasons for outcome; significance for the Muslims.</p> <p>The expedition to Tabuk and the Treaty of Hudaibiyyah and subsequent entry into Makka were largely peaceful. Note down what happened and what can Muslims learn from this?</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Extension activities: Research one of the battles in more detail and draw a labelled diagram of the events (I). Find out about the Prophet's letters to other leaders inviting them to Islam.</p>
<p>The main events of his activities in Madina, Muhammad's leadership</p> <p>Communities and relations with others including women and non-Muslims</p>	<p>To know the main events of Muhammad's leadership in Madina</p> <p>Focus on AO1 knowledge</p>	<p>Make a timeline of the main events in Madina including the Battles, already covered, and other events starting with the arrival after the Hijrah going through to the end of the Prophet's life. Learners check their lines in pairs (F).</p> <p>Learners draw two scrolls and write main points in each for:</p> <ol style="list-style-type: none"> 1. The Charter of Madina 2. The Prophet's Last Sermon. <p>The following links may be useful:</p> <p>Full translation of: the Charter of Madina: www.constitution.org/cons/medina/macharter.htm the Prophet's last sermon: https://sunnahonline.com/library/history-of-islam/189-last-sermon-of-the-messenger-of-allah</p> <p>Divide the group into two: one group looks at rights of women and the other to look at rights of other faiths under the rule of Muhammad (pbuh) in Madina.</p> <p>Each group makes a presentation to the class as a whole about their research. Groups prepare a quick quiz to test each other on the knowledge they have presented.</p>
<p>The Prophet's actions and character particularly in the way they provide examples</p> <p>For individuals and personal conduct</p>	<p>To know the main aspects of Muhammad's character</p> <p>Focus on AO2 understanding</p>	<p>Learners make a mind map of as many different qualities of the Prophet (pbuh) as they can think of. Examples might include generosity, humility, patience, perseverance and so on. Learners share their lists in class feedback session and make additions. (F)</p> <p>Here are some part (b) type questions about this topic:</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>b) Giving examples, write about how Muslims can be generous with their neighbours.</p> <p>b) The Prophet (pbuh) faced challenges but maintained his good character. How can Muslims learn from this today?</p> <p>b) The Prophet did not change his character despite the way others changed towards him. What can Muslims learn from this?</p> </div>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> b) Which of the Prophet's teachings do you think is the most important for Muslims today? Give reasons for your answer. </div> <p>Working in groups of four, learners choose one each and present three points to the group. They take feedback and improve their notes as a result. (F)</p> <p>Extension activity: Find out about a biography of the Prophet (pbuh) and identify two further examples of his character which Muslims may learn from today. (I)</p>
<p>The importance of Prophet's actions and experiences in the history and beliefs of Islam.</p> <p>including his significance in Muslim beliefs</p>	<p>To gain knowledge of the end of Muhammad's life</p> <p>To undertake a mind mapping exercise, giving examples of the Prophet's importance</p> <p>To complete and revise information learned for this section</p>	<p>Learners use textbooks or other appropriate resources, write a summary in 10 lines of what happened in the last year of the Prophet's life. The following link may be useful: https://sunnahonline.com/islamic-lectures/history-of-islam/749-lessons-from-the-death-of-the-messenger-of-allah</p> <p>Make a mind map to show the importance of the Prophet's actions, with the main branches being beliefs, practices, and history, and branches subdividing to several give examples for each. Learners circulate in the class and find 3 more examples, one for each branch, by interacting and sharing their work with other learners (F).</p> <p>How would you explain the importance of the Prophet's actions to someone of another religion? Write a brief leaflet or role-play an interfaith dialogue to develop the explanation in pairs.</p> <p>Extension activity: To revise the content for this section, make a timeline of the Prophet Muhammad's life with balloon notes each side giving short quotes and details of the most important points. (I)</p>
<p>Past papers</p>		
<p>Past papers are available to download at www.cambridgeinternational.org/support (F)</p>		

4. The first Islamic community

Syllabus ref.	Learning objectives	Suggested teaching activities
The first Islamic community: The Prophet's wives	<p>To know the main details of the lives of the Prophet's wives</p> <p>To understand how Muslims might learn from their examples</p>	<p>Revise previous learning about the Prophet's teachings about women, and make a list of bullets of examples of the way he treated women.</p> <p>Divide the group into three sub-groups, each of which will focus on one of the following wives:</p> <ul style="list-style-type: none"> • Khadija • Aisha • Hafsa <p>Each group should research and make a presentation to the class about the details of the life of that wife and what Muslims might learn from this.</p> <p>Whole class discussion: The Prophet (pbuh) treated his wives kindly, and helped with chores such as sewing his own clothes. Discuss the ways in which Muslims today might learn from this.</p> <p>The following websites may be useful to find out information about the wives of the Prophet (pbuh): www.islamicity.org/14084/metoo-lessons-from-the-wives-of-the-prophet-for-today/ www.islamicity.org/9913/the-prophet-muhammads-love-for-his-wives/ https://sunnahonline.com/library/history-of-islam Index containing links to articles on the main wives</p> <p>Extension activity: Research about another of Muhammad's wives and note down the details of their married life and any lessons which Muslims might learn from this. (I)</p>
The Prophet's descendants, including his children, grandchildren and the direct line recognised among Shi'a Muslims as Imams	<p>To learn the main details about the extended family relationships of the Prophet (pbuh)</p> <p>To understand the lessons which may be learned from these for Muslims today</p>	<p>Revise the details about Muhammad's own childhood, including the role of Halima and Abu Talib. What were family relationships like in those days? How did people expect to be treated? Discuss in class.</p> <p>Learners draw three boxes and write in them:</p> <ul style="list-style-type: none"> • Daughter Zaynab • Daughter Fatima • Grandsons Hassan and Hussain • <p>Summarise in each box the details of their life and how the Prophet (pbuh) treated them.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Choose one of the above and write what Muslims may learn from them about family relationships as a part (b) type question. Learners then share their information with each other, working in pairs, and add two points in green pen to further develop and improve their answers. (F)</p> <p>The following link gives a Shia perspective about Imams: www.al-islam.org/imamate-the-viceregency-of-the-prophet-sayyid-akhtar-rizvi/part-1-general-meaning</p> <p>Extension activity: Research and make a family tree of the Prophet (pbuh) with his wives and children, including the wife's parents as far as is known. (I)</p>
<p>Abu Bakr, Umar, Uthman and Ali during the Prophet's lifetime</p>	<p>Learn the main information about Abu Bakr, Umar, Uthman and Ali</p> <p>Understand how Muslims might learn from their character in group discussion</p>	<p>One chapter of Hadith is called the <i>Book of Merits of the Companions</i>. It can be found online at: https://sunnah.com/muslim/44</p> <p>The following four Hadith are about Abu Bakr, 'Umar, 'Uthman and 'Ali during the lifetime of the Prophet (pbuh).</p> <ul style="list-style-type: none"> • "Were I to choose anyone as my bosom friend, I would have chosen Abu Bakr as my dear friend, but (for him) I cherish Islamic brotherliness and love." Hadith from Sahih Muslim 2382a. • "There had been among the people before you inspired persons and if there were any such among my Umma 'Umar b. Khattab would be one of them." Hadith from Sahih Muslim 2398a. • "Verily 'Uthman is a person who is very modest." Hadith from Sahih Muslim 2402a. • "Allah's Messenger (pbuh) called 'Ali, Fatima, Hasan and Husain and said: O Allah, they are my family." Hadith from Sahih Muslim 2404d. <p>Learners take them and consider these questions:</p> <ul style="list-style-type: none"> • What does each Hadith mean? • What did that companion do to support the Prophet (pbuh)? • What can Muslims learn from the characteristics of the companion? <p>In groups learners share the information. Opportunity for learners to write down three additional points they have learned from the group discussion. (F)</p> <p>The following websites may be useful for finding out about the Companions during life of prophet: https://sunnahonline.com/library/history-of-islam Index containing links to the main companions www.islamicity.org/7977/abu-bakr-an-epitome-of-truthfulness/ and search by name for the other companions</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Extension activity: Find out the names of the Ten Blessed Companions and the names of the Scribes in preparation for the next session (below). (I)</p>
<p>The Prophet's leading Companions, including: Ten Blessed Companions; His Scribes</p>	<p>To know the roles of the Companions and Scribes</p> <p>Develop understanding of the importance of the character/work of the scribes</p>	<p>After the four companions above, the other companions forming the Ten Blessed were:</p> <ul style="list-style-type: none"> • 'Abd al-Rahman ibn 'Awf • Abu 'Ubaydah ibn al-Jarrah • Talha ibn 'Ubaydullah • Zubayr ibn al-'Awwam • Sa'ad ibn Abi Waqas • Sa'id ibn Zayd <p>Learners make short biographies of each of these companions.</p> <p>Zayd ibn Thabit, 'Abdullah ibn Mas'ud and Ubbay ibn Ka'ab were scribes of the Prophet (pbuh). Find out about their roles and their good characteristics. Why was it important that they were of good character? Discuss in pairs and feed back in whole group discussion.</p> <p>Extension activity: Find out about the role of three of the following:</p> <ul style="list-style-type: none"> • Abu Talib • Hamza ibn 'Abd al-Muttalib • Abbas ibn 'Abd-ul Muttalib • J'afar ibn Abu Talib • Zayd ibn Harithah • Bilal • Salman al-Farsi • Mu'adh ibn Jaba • Abu Sufyan ibn Harb <p>The following websites may be useful for finding out about the Companions: http://www.alim.org/library/biography/companion/BIO</p>
<p>The Emigrants and Helpers</p>	<p>Identify the features of the Emigrants and the Helpers</p>	<p>Make a Venn diagram with two overlapping circles.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Draft a part (a) answer and improve</p> <p>Develop understanding of issues of brotherhood and migration for Muslims</p>	<div data-bbox="730 288 1279 603" data-label="Diagram"> </div> <p>Label one circle the Emigrants. Label the other circle the Helpers. Write in the circles the features of each group. Where there are some aspects they share, write those in the overlapping parts of the circle. For example, the Emigrants had few possessions, but the Helpers had businesses and possessions (such as homes) which they shared. They shared the belief in Islam, so that is put in the overlapping part of the circles.</p> <p>The following links are helpful to find out about the Ansar and the emigrants: www.islamicity.org/6327/history-of-hijrah-migration-for-peace-and-justice/</p> <p>Learners draft an account of how the Helpers helped the Emigrants as a part (a) question. They then work in pairs to share their drafts and, using green pen, identify two points for improvement or to develop their answers further (F).</p> <p>Working in groups of three, each learner takes one question below to present their ideas to the group, then the group as a whole discuss:</p> <ul style="list-style-type: none"> • Using this example, what can Muslims do for those people who have left their homes and come to live amongst them in their communities? • How does this migration compare to recent migrations of Muslims to other countries? • How can Muslims apply this model of brotherhood to help their communities? <p>Extension activity: There are many examples in the modern world where Muslims and Muslim charities have helped refugees and those forced to migrate. Search news articles and find out about one example. (I)</p>
The importance of the actions and experiences	To develop understanding of the importance of the	<p>Learner read the following article and highlight the main points: https://muslimmatters.org/2012/01/02/find-your-role-model-in-the-sahabah/</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
of the characters who lived with and near the Prophet (pbuh) in the history and beliefs of Islam.	<p>actions and character of companions for Muslims today.</p> <p>To revise the content of this unit of the specification.</p>	<p>Make a mind map of reasons why Muslims might learn from the companions of the Prophet (pbuh). Choose two companions and suggest particular events from their lives which Muslims might learn from. Write this up as an essay answer to a part (b) question. Share answers in pairs and suggest two points for improvement, writing them in green pen. (F)</p> <p>Extension activity: Make an A–Z booklet of all the people studied in this section with a short summary about the role of each one, to help revise the content for this part of the specification. (I)</p>
Past papers		
Past papers are available to download at www.cambridgeinternational.org/support (F)		

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

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