

**MOJZA**

**OL**

**ISLAMMIYAT**

**Topical**

**Compilation (P1)**

Code: 2058

---

**BY TEAM MOJZA**

# CONTENTS

**Major themes of the Quran-----Pg 02**

**History and Importance of Quran -----Pg 09**

**The Life and Importance Of the Prophet Muhammad**

**(PBUH)-----Pg 17**

**First Islamic Community-----Pg 30**

# Major themes of the Quran

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

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

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

(i) اللَّهُ لَا إِلَهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ لَا تَأْخُذُهُ سِنَّةٌ وَلَا نَوْمٌ لَهُ مَا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ مَنْ ذَا الَّذِي يَشْفَعُ عِنْدَهُ إِلَّا بِإِذْنِهِ يَعْلَمُ مَا بَيْنَ أَيْدِيهِمْ وَمَا خَلْفَهُمْ وَلَا يُحِيطُونَ بِشَيْءٍ مِّنْ عِلْمِهِ إِلَّا بِمَا شَاءَ وَسِعَ كُرْسِيُّهُ السَّمَاوَاتِ وَالْأَرْضَ وَلَا يَئُودُهُ حِفْظُهُمَا وَهُوَ الْعَلِيُّ الْعَظِيمُ

(i) Allah. There is no god but He, the living, the self-subsisting, eternal. No slumber can seize Him nor sleep. His are all things in the heavens and on earth. Who is there can intercede in His presence except as He permits? He knows what is before or after or behind them. Nor shall they compass any of His knowledge except as He wills. His Throne extends over the heavens and the earth, and He feels no fatigue in guarding and preserving them for He is the Most High, the Supreme. (Sura 2.255)

(ii) بَدِيعُ السَّمَاوَاتِ وَالْأَرْضِ أَنَّى يَكُونُ لَهُ وَلَدٌ وَلَمْ تَكُنْ لَهُ صَاحِبَةٌ وَخَلَقَ كُلَّ شَيْءٍ وَهُوَ بِكُلِّ شَيْءٍ عَلِيمٌ

ذَلِكُمْ اللَّهُ رَبُّكُمْ لَا إِلَهَ إِلَّا هُوَ خَالِقُ كُلِّ شَيْءٍ فَاعْبُدُوهُ وَهُوَ عَلَىٰ كُلِّ شَيْءٍ وَكِيلٌ

لَا تُدْرِكُهُ الْأَبْصَارُ وَهُوَ يُدْرِكُ الْأَبْصَارَ وَهُوَ اللَّطِيفُ الْخَبِيرُ

(ii) 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? He created all things, and He has full knowledge of all things. 102. 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. (Sura 6.101-103)

(iii) وَمِنْ آيَاتِهِ اللَّيْلُ وَالنَّهَارُ وَالشَّمْسُ وَالْقَمَرُ لَا تَسْجُدُوا لِلشَّمْسِ وَلَا لِلْقَمَرِ وَاسْجُدُوا لِلَّهِ الَّذِي خَلَقَهُنَّ إِن كُنتُمْ إِيَّاهُ تَعْبُدُونَ

(iii) 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. (Sura 41.37)

لَهُ مَا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ وَهُوَ الْعَلِيُّ الْعَظِيمُ  
تَكَادُ السَّمَاوَاتُ يَتَفَطَّرْنَ مِنْ فَوْقِهِنَّ وَالْمَلَائِكَةُ يُسَبِّحُونَ بِحَمْدِ رَبِّهِمْ وَيَسْتَغْفِرُونَ لِمَنْ فِي الْأَرْضِ أَلَا إِنَّ اللَّهَ هُوَ  
الْغَفُورُ الرَّحِيمُ

(iv) 4. To Him belongs all that is in the heavens and on earth: and He is most high, most great. 5. The heavens are almost rent asunder from above them, and the angels celebrate the praises of their Lord, and pray for forgiveness for beings on earth: Behold! Verily Allah is He, the oft-forgiving, the most merciful. (Sura 42.4-5)

(ii) قُلْ هُوَ اللَّهُ أَحَدٌ  
اللَّهُ الصَّمَدُ  
لَمْ يَلِدْ وَلَمْ يُولَدْ  
وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ

(v) 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. (Sura 112)

(i) بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ  
الرَّحْمَنِ الرَّحِيمِ  
مَالِكِ يَوْمِ الدِّينِ  
إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ  
اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ

صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ

(vi) 1. In the name of Allah, most gracious, most merciful. 2. Praise be to Allah, the cherisher and sustainer of the worlds; 3. Most gracious, most merciful; 4. Master of the day of judgement. 5. You we worship, and your aid we seek. 6. Show us the straight way, 7. The

way of those to whom You have given your grace, not those who earn your anger, nor those who go astray. (Sura 1)

(ii)

يَا أَيُّهَا النَّاسُ اعْبُدُوا رَبَّكُمُ الَّذِي خَلَقَكُمْ وَالَّذِينَ مِنْ قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ

الَّذِي جَعَلَ لَكُمُ الْأَرْضَ فِرَاشًا وَالسَّمَاءَ بِنَاءً وَأَنْزَلَ مِنَ السَّمَاءِ مَاءً فَأَخْرَجَ بِهِ مِنَ الثَّمَرَاتِ رِزْقًا لَكُمْ فَلَا تَجْعَلُوا لِلَّهِ

أَنْدَادًا وَأَنْتُمْ تَعْلَمُونَ

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

(ii) اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

الَّذِي عَلَّمَ بِالْقَلَمِ

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ

(viii) 1. Read! in the name of your Lord, who created, 2. Created man out of a clot of congealed blood: 3. Proclaim! And your Lord is most bountiful, 4. He who taught by the pen, 5. Taught man what he did not know. (Sura 96.1-5)

(ii) إِذَا زُلْزِلَتِ الْأَرْضُ زُلْزَالَهَا

وَأُخْرِجَتِ الْأَرْضُ أَنْقَالَهَا

وَقَالَ الْإِنْسَانُ مَا لَهَا

يَوْمَئِذٍ تُحَدِّثُ أَخْبَارَهَا

بِأَنَّ رَبَّكَ أَوْحَىٰ لَهَا

يَوْمَئِذٍ يَصُدُّرُ النَّاسُ أَشْتَاتًا لِّيُرَوْا أَعْمَالَهُمْ

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ

(ix) 1. When the earth is shaken to her utmost convulsion, 2. And the earth throws up her burdens, 3. And man cries out: ‘What is the matter with her?’, 4. On that day will she declare her tidings: 5. For that your Lord will have given her inspiration. 6. On that day will men proceed in companies sorted out, to be shown their deeds. 7. Then shall anyone who has done an atom’s weight of good see it! 8. And anyone who has done an atom’s weight of evil shall see it. (Sura 99)

(iii) قُلْ أَعُوذُ بِرَبِّ النَّاسِ، مَلِكِ النَّاسِ، إِلَهِ النَّاسِ،

مِنَ شَرِّ الْوَسْوَاسِ الْخَنَّاسِ

الَّذِي يُوسَّوِسُ فِي صُدُورِ النَّاسِ

مِنَ الْجِنَّةِ وَالنَّاسِ

(x) 1. Say: I seek refuge with the Lord of mankind, 2. The King of mankind, 3. The God of Mankind, 4. From the mischief of the whisperer who withdraws, 5. Who whispers into the hearts of mankind, 6. Among jinns and among mankind. (Sura 114)

(iii) وَإِذْ قَالَ رَبُّكَ لِلْمَلَائِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَن يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ

قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ

وَإِذْ قُلْنَا لِلْمَلَائِكَةِ اسْجُدُوا لِآدَمَ فَسَجَدُوا إِلَّا إِبْلِيسَ أَبَى وَاسْتَكْبَرَ وَكَانَ مِنَ الْكَافِرِينَ

وَقُلْنَا يَا آدَمُ اسْكُنْ أَنْتَ وَزَوْجُكَ الْجَنَّةَ وَكُلَا مِنْهَا رَغَدًا حَيْثُ شِئْتُمَا وَلَا تَقْرَبَا هَذِهِ الشَّجَرَةَ فَتَكُونَا مِنَ الظَّالِمِينَ

فَأَزَلَّهُمَا الشَّيْطَانُ عَنْهَا فَأَخْرَجَهُمَا مِمَّا كَانَا فِيهِ وَقُلْنَا اهْبِطُوا بَعْضُكُمْ لِبَعْضٍ عَدُوٌّ وَلَكُمْ فِي الْأَرْضِ مُسْتَقَرٌّ وَمَتَاعٌ إِلَى حِينٍ

فَتَلَقَّى آدَمُ مِنْ رَبِّهِ كَلِمَاتٍ فَتَابَ عَلَيْهِ إِنَّهُ هُوَ التَّوَّابُ الرَّحِيمُ

(xi) 30. Behold, your Lord said to the angels: 'I will create a vicegerent on earth.' They said: 'Will You place there one who will make mischief there and shed blood?- whilst we celebrate your praises and glorify your holy (name)?' He said: 'I know what you do not know.' 31. And He taught Adam the names of all things; then He placed them before the angels, and said: 'Tell me the names of these if you are right.' 32. They said: 'Glory to You, of knowledge we have none, save what You have taught us: In truth it is You who are perfect in knowledge and wisdom.' 33. He said: 'Adam! Tell them their names.' When he had told them, Allah said: 'Did I not tell you that I know the secrets of heaven and earth, and I know what you reveal and what you conceal?' 34. And behold, We said to the angels: 'Bow down to Adam'. And they bowed down. Not so Iblis: he refused and was haughty: he was of those who reject faith. 35. We said: 'Adam! You and your wife dwell in the Garden; and eat of the bountiful things in it as You wish. But do not approach this tree, or you will run into harm and transgression.' 36. Then Satan made them slip from there, and got them out of what they had been in. We said: 'Go down, with enmity between yourselves. On earth will be your dwelling-place and your means of livelihood, for a time.' 37. Then Adam learnt from his Lord words of inspiration, and his Lord turned towards him; for He is often-returning, most merciful. **(Sura 2.30-37)**

(ii) وَكَذَلِكَ نُرِي إِبْرَاهِيمَ مَلَكُوتَ السَّمَاوَاتِ وَالْأَرْضِ وَلَيَكُونَ مِنَ الْمُوقِنِينَ

فَلَمَّا جَنَّ عَلَيْهِ اللَّيْلُ رَأَى كَوْكَبًا قَالَ هَذَا رَبِّي فَلَمَّا أَفَلَ قَالَ لَا أُحِبُّ الْآفِلِينَ

فَلَمَّا رَأَى الْقَمَرَ بَازِعًا قَالَ هَذَا رَبِّي فَلَمَّا أَفَلَ قَالَ لَئِن لَّمْ يَهْدِنِي رَبِّي لَأَكُونَنَّ مِنَ الْقَوْمِ الضَّالِّينَ

فَلَمَّا رَأَى الشَّمْسَ بَازِعَةً قَالَ هَذَا رَبِّي هَذَا أَكْبَرُ فَلَمَّا أَفَلَتْ قَالَ يَا قَوْمِ إِنِّي بَرِيءٌ مِّمَّا تُشْرِكُونَ

إِنِّي وَجَّهْتُ وَجْهِيَ لِلَّذِي فَطَرَ السَّمَاوَاتِ وَالْأَرْضَ حَنِيفًا وَمَا أَنَا مِنَ الْمُشْرِكِينَ

(xii) 75. So also did We show Abraham the power and the laws of the heavens and the earth, so that he might have certainty. 76. When the night covered him over, he saw a star: He said: 'This is my Lord.' But when it set, he said: 'I do not love things that set.' 77. When he saw the moon rising in splendour, he said: 'This is my Lord.' But when the moon set, he said: 'Unless my Lord guides me, I will surely be among those who go astray.' 78. When he saw the sun rising in splendour, he said: 'This is my Lord; this is the greatest.' But when the sun set, he said: 'O my people! I am indeed free from your giving partners to Allah.' 79. 'For me, I have set my face firmly and truly towards Him who created the heavens and the earth, and never shall I give partners to Allah.' (Sura 6.75-79)

إِذْ قَالَ اللَّهُ يَا عِيسَى ابْنَ مَرْيَمَ ادْكُرْ نِعْمَتِي عَلَيْكَ وَعَلَى وَالِدَتِكَ إِذْ أَيَّدتُّكَ بِرُوحِ الْقُدُسِ تُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَإِذْ عَلَّمْتُكَ الْكِتَابَ وَالْحِكْمَةَ وَالتَّوْرَةَ وَالْإِنْجِيلَ وَإِذْ تَخْلُقُ مِنَ الطِّينِ كَهَيْئَةِ الطَّيْرِ بِإِذْنِي فَتَنفُخُ فِيهَا فَتَكُونُ طَيْرًا بِإِذْنِي وَتُبْرِئُ الْأَكْمَةَ وَالْأَبْرَصَ بِإِذْنِي وَإِذْ تُخْرِجُ الْمَوْتَى بِإِذْنِي وَإِذْ كَفَفْتُ بَنِي إِسْرَائِيلَ عَنْكَ إِذْ جِئْتَهُم بِالْبَيِّنَاتِ فَقَالَ الَّذِينَ كَفَرُوا مِنْهُمْ إِنْ هَذَا إِلَّا سِحْرٌ مُّبِينٌ

(xiii) Then will Allah say: 'Jesus son of Mary! Recount my favour to you and to your mother. Behold! I strengthened you with the holy spirit, so that you spoke to the people in childhood and maturity. Behold! I taught you the Book and Wisdom, the Law and the Gospel. And behold! You make out of clay, as it were, the figure of a bird, by my leave, and you breathe into it and it becomes a bird by my leave, and you heal those born blind, and the lepers, by my leave. And behold! You bring forth the dead by my leave. And behold! I restrained the Children of Israel from you when you showed them the clear signs, and the unbelievers among them said: 'This is nothing but evident magic. (Sura 5.110)

وَالضُّحَىٰ

وَاللَّيْلِ إِذَا سَجَىٰ

مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَىٰ

وَلَلْآخِرَةُ خَيْرٌ لَّكَ مِنَ الْأُولَىٰ

وَلَسَوْفَ يُعْطِيكَ رَبُّكَ فَتَرْضَىٰ

أَلَمْ يَجِدْكَ يَتِيمًا فَآوَىٰ

وَوَجَدَكَ ضَالًّا فَهَدَىٰ

وَوَجَدَكَ عَائِلًا فَأَغْنَىٰ

فَأَمَّا الْيَتِيمَ فَلَا تَقْهَرْ

وَأَمَّا السَّائِلَ فَلَا تَنْهَرْ

وَأَمَّا بِنِعْمَةِ رَبِّكَ فَحَدِّثْ

(xiv) 1. By the glorious morning light, 2. And by the night when it is still, 3. Your Lord has not forsaken you, nor is He displeased. 4. And truly the Hereafter will be better for you than the present. 5. And soon your Lord will give you so that you will be pleased. 6. Did He not find you an orphan and give you shelter? 7. And He found you wandering, and He gave you guidance. 8. And He found you in need, and made you independent. 9. Therefore, do not treat the orphan with harshness, 10. Nor drive the beggar away; 11. But tell about the bounty of your Lord! (Sura 93)

(iii)

إِنَّا أَعْطَيْنَاكَ الْكَوْثَرَ

فَصَلِّ لِرَبِّكَ وَانْحَرْ

إِنَّ شَانِئَكَ هُوَ الْأَبْتَرُ

(xv) 1. To you have We granted abundance. 2. So pray to your Lord and sacrifice. 3. For he who hates you, he will be cut off. (Sura 108)

# History and Importance of the Quran

2058/M/J/09

- 2 (a)** How are the Qur'an and Hadiths used together in Islamic legal thinking? (10)  
**(b)** Why do some legal scholars reject the use of analogy (qiyas)? (4)

2058/O/N/09

- 2 (a)** Write an account of the ways in which the Qur'an was revealed to the Prophet between the years 610 and 632. (10)  
**(b)** What does the Prophet's first experience of revelation tell us about the nature of prophethood in Islam? (4)

2058/M/J/10

- 2 (a)** Give an account of how the Qur'an was compiled in the years following the Prophet's Death? (10)  
**(b)** Explain why the first community of Muslims thought it was necessary to compile the Qur'an. (4)

2058/O/N/10

- 2 (a)** Give an account of how the Qur'an developed into book form. (10)  
**(b)** What is the significance to Muslims today of having the Qur'an in the form of a book? (4)

2058/M/J/11

- 2 (a)** From the Qur'anic passages you have studied, outline the relationship between God and two of His messengers who were sent before the Prophet Muhammad. (10)  
**(b)** Explain why God sends his revelations through messengers. (4)

2058/O/N/11

- 2 (a)** Give an account of how the Qur'an developed into book form. (10)  
**(b)** What is the significance to Muslims today of having the Qur'an in the form of a book? (4)
- 2 (a)** From passages you have studied from the Qur'an, write about God's relationship with humankind. (10)  
**(b)** Explain the significance of the Qur'an being revealed to humankind (4)

2058/M/J/12

- 2 (a)** Write about the Prophet's different experiences of revelation, after the first revelation. (10)
- (b)** Explain the significance of the Qur'an being revealed over a period of time. (4)

2058/O/N/12

- 2 (a)** Write about the way in which the two primary sources of Islamic legal thinking are used. (10)
- (b)** How is the use of ijma' (consensus) important to Muslims today? (4)

2058/11/M/J/13

- 2 (a)** Write about the relationship between God and two of the prophets you have studied in the Qur'an (not including the Prophet Muhammad) (10)
- (b)** Why do prophets go through difficulties in their lives? (4)

2058/12/O/N/13

- 2 (a)** Using passages you have studied, write about the main teachings about God in the Qur'an (10)
- (b)** How might these teachings affect a Muslim's life today? (4)

2058/M/J/14

- 2 (a)** Give an account of the how the Qur'an was first revealed to the Prophet. (10)
- (b)** Was it significant that the Qur'an was revealed to someone who could not read or write? Give reasons for your answer. (4)

2058/O/N/14

- 2 (a)** Write about how the Qur'an is used with the other three sources in Islamic law. (10)
- (b)** How important is the use of ijma' or qiyas in Islamic law in present day situations? Give reasons for your answers. (4)

2058/11/M/J/15

- 2 (a)** The Angel Jibril brought the revelation of the Qur'an to the Prophet Muhammad at different times and places. Give examples to show how this took place. (10)
- (b)** What was the significance of the Prophet being given the revelation by word rather than in writing? (4)

2058/12/M/J/15

- 2 (a)** Using Qur'an passages from the syllabus, describe what the Qur'an teaches about God's responsibility to His creatures and their duties towards Him. (10)
- (b)** The Qur'an teaches that humans should be responsible towards the environment.' Give reasons to agree or disagree with this statement. (4)

2058/11/O/N/15

- 2 (a)** Using Qur'an passages you have studied from the syllabus, describe how God guided His messengers to increase their belief in Him. Refer to at least two messengers in your answer. (10)
- (b)** God sends humankind messengers from amongst their own communities. Explain why this is significant. (4)

2058/12/O/N/15

- 2 (a)** Write about the preservation of the Qur'an in the form of the mushaf held by Hafsa. (10)
- (b)** 'Memorising the Qur'an is no longer important because the Qur'an is preserved as a book.' Discuss whether you agree or disagree with this statement. (4)

2058/11/M/J/16

- 2 (a)** Describe the ways in which Abu Bakr, 'Umar and 'Uthman were involved in the compilation of the Qur'an. (10)
- (b)** The Qur'an should not have been compiled in written form because it did not take place during the Prophet's lifetime.' Agree or disagree with this statement, giving reasons for your answer. (4)

2058/12/M/J/16

- 2 (a)** The Qur'an is the main source of Islamic Law. Write an account of how it is used with each of the other three sources. (10)
- (b)** Do you think that both ijma' and qiyas are equally important for solving present day issues? Give reasons for your answer. (4)

2058/12/O/N/16

- 2 (a)** The first revelation came to the Prophet Muhammad in 610. Describe his experience of this event. (10)
- (b)** Why do you think the revelation was sent to a person who could not read or write? (4)

2058/11/M/J/17

- 2 (a)** Choose two from the following passages and write in detail about the various ways in which the passages describe God and how He is unique: 6.101-103, 42.4-5, 112, 41.37 (10)
- (b)** In your opinion, why should Muslims try to understand God's attributes? Give reason(s) for your answer. (4)

2058/12/M/J/17

- 2 (a)** From the Qur'an passages set for special study in the syllabus, describe the ways in which God gave knowledge of Himself to His Messengers. (10)
- (b)** 'Undergoing hardships brings a person closer to God.' Agree or disagree with this statement, giving reasons for your answer. (4)

2058/11/O/N/17

- 2 (a)** Write about the function of the Qur'an and Sunna as the two primary sources of Islamic law. (10)
- (b)** Why do you think the Qur'an and Sunna are not the only sources of Law and are supplemented by ijma' and qiyas? Give examples to support your answers. (4)

2058/12/O/N/17

- 2 (a)** The Qur'an has been preserved in writing for over 1400 years. Give an account of the way in which it was compiled in the written format. (10)
- (b)** Do you think, for Muslims nowadays, having the Qur'an in a written format outweighs the benefits of having the oral tradition? Give reasons for your answer. (4)

2058/11/M/J/18

- 2 (a)** The Qur'an teaches Muslims about their relationship with God. Write about this relationship using the passages you have studied. (10)
- (b)** 'God gave humankind guidance and teachings.' Why does the Qur'an lay emphasis on the need to gain knowledge? (4)

2058/12/M/J/18

- 2 (a)** Write an account of the events of the first revelation and the Prophet's reaction afterwards. (10)
- (b)** The Qur'an was revealed in parts over a number of years. Why was this important? (4)

2058/11/O/N/18

- 2 (a)** Write an account of the different ways in which revelations came to the Prophet. Include examples in your answer. (10)
- (b)** Muslims around the world memorise/recite the Qur'an in Arabic even if they do not understand it. What do you think are the benefits of this? (4)

2058/12/O/N/18

- 2 (a)** Write an account of how the four sources of Islamic Law are used together. (10)
- (b)** How useful are ijma' and qiyas when dealing with modern issues? (4)

2058/11/M/J/19

- 2 (a)** Write about the way in which the Qur'an was compiled after the Prophet's death. [10]
- (b)** How does the Qur'an in written form help Muslims around the world? [4]

2058/12/M/J/19

**2 (a)** Using the Qur'an passages set for special study in the syllabus, outline the relationship between God and two of His Messengers:

- Adam,
- Abraham,
- Jesus. [10]

**(b)** God's Messengers experienced trials. How can their responses help Muslims face difficulties in their own lives? [4]

2058/11/O/N/19

**2 (a)** Write an account of how the four sources of Islamic Law are used together. [10]

**(b)** Why do you think some scholars do not favour the use of qiyas? [4]

2058/12/O/N/19

**2 (a)** Write about the Prophet Muhammad's first experience of revelation. [10]

**(b)** The Prophet (pbuh) could not read or write. In what way has this always been significant for Muslims? [4]

2058/11/M/J/20

**2 (a)** Write about the events of the first revelation received by the Prophet Muhammad (pbuh) and how he was reassured afterwards. [10]

**(b)** What can Muslims today learn from the first revelation about the importance of reading and understanding the Qur'an? [4]

2058/12/M/J/20

**2 (a)** Using three passages you have studied from the syllabus, write about God's relationship with His created world. [10]

**(b)** How might teachings from these passages encourage people to take care of their environment? [4]

2058/11/O/N/20

**2 (a)** Using passages from the syllabus write about what God says about His relationship with two of His Messengers. [10]

**(b)** How might Muslims use the Qur'an to have a closer connection with God? [4]

2058/12/O/N/20

**2 (a)** Describe the different ways that the Prophet (pbuh) received revelation from God. [10]

**(b)** Why do you think that the revelation was sent to someone who could not read or write? [4]

2058/11/M/J/21

- 2 (a)** Give an account of the different ways in which the Prophet (pbuh) received revelation. [10]
- (b)** The Qur'an was not revealed all at one time. Why do you think this was important? [4]

2058/12/M/J/21

- 2 (a)** Write about the ways in which Abu Bakr, 'Umar and 'Uthman were involved in the compilation and preservation of the Qur'an. [10]
- (b)** What is the significance for Muslims to have the Qur'an written in the form of a book? [4]

2058/11/O/N/21

- 2 (a)** Using passages from the syllabus, write about the duties of humankind towards God and the created world. [10]
- (b)** What do Muslims have to consider when looking after their environment? [4]

2058/12/O/N/21

- 2 (a)** Write about the way in which the Qur'an and Sunna are used in Islamic Law. [10]
- (b)** Give one example where using ijma or qiyas has been significant for Muslims today. [4]

2058/11/M/J/22

- 2 (a)** Write about the Qur'an and Sunna and how they are used with ijma' in Islamic Law. [10]
- (b)** How has the Qur'an, as a primary source of law, helped to unify Muslims over time? [4]

2058/12/M/J/22

- 2 (a)** Give an account of the Prophet's experience of receiving the first revelation of the Qur'an. [10]
- (b)** What was the significance of the Qur'an being revealed over 23 years? [4]

2058/11/O/N/22

- 2 (a)** Write about how God describes Himself so humans can know Him using: [10]
- (i) Sura 2.255 (Ayat al-Kursi)
- (ii) Sura 114 (Ikhlas).
- (b)** How can Muslims use the verses from part (a) to connect to God in their everyday lives? [4]

2058/12/O/N/22

- 2 (a)** Write about the ways in which the Qur'an was compiled and preserved after the Prophet's death. [10]
- (b)** Muslims today can access the Qur'an in a number of different ways. How useful is this? Give reasons to support your answer. [4]

2058/11/M/J/23

- 2 (a)** The Prophet (pbuh) received revelation from God when he was 40 years old. Write about this experience of the first revelation. [10]
- (b)** Explain the importance of the revelation being sent to a prophet who could not read or write. [4]

2058/12/M/J/23

- 2 (a)** Write about the different ways that revelations were received by the Prophet (pbuh). [10]
- (b)** Why do you think it was important for revelations to come over a period of time? [4]

2058/11/O/N/23

- 2 (a)** Using the set passages you have studied, write about God's relationship with the created world. [10]
- (b)** What do these passages teach Muslims about responsibility towards their environment? [4]

2058/12/O/N/23

- 2 (a)** Using the set passages you have studied, outline the relationship between God and his Messengers: Adam and Abraham. [10]
- (b)** How can Muslims use the Qur'an to develop a closer connection with God? [4]

2058/11/M/J/24

- 2 (a)** Write about how God describes Himself using:
- (i) Sura 6.101-103 (al-An'am)
  - (ii) Sura 41.37 (Fussilat)
  - (iii) Sura 42.4-5 (ash-Shura). [10]
- (b)** In your opinion, how can the knowledge God gives about Himself help Muslims in times of hardship? [4]

2058/12/M/J/24

- 2 (a)** Describe the way the Qur'an was compiled and standardised into one book. [10]
- (b)** In what ways is it beneficial for Muslims to have a written Qur'an? [4]

2058/11/O/N/24

- 2 (a)** Give an account of the different ways that revelation came to the Prophet (pbuh).  
[10]
- (b)** The Qur'an has remained the same since it was revealed. How does this benefit Muslims? [4]

2058/12/O/N/24

- 2 (a)** Describe how the four sources of Islamic Law work with each other in law making.  
[10]
- (b)** To what extent is the use of ijma' and qiyas more important today than in the past?  
[4]

2058/11/M/J/25

- 2 (a)** Using passages you have studied, describe God's relationship with His Messengers Jesus (Isa) and Muhammad (pbuh). [10]
- (b)** To what extent do the stories of the Messengers help Muslims stay hopeful in difficult times? [4]

2058/12/M/J/25

- 2 (a)** Using the following set passages, write about God's blessings and control of the created world: 2.21-22, 96.1-5, 99, and 114. (10)
- (b)** In what ways can Muslims today show gratitude for the blessings God has given them in their lives? (4)

2058/12/O/N/25

- 2 (a)** Write about how God describes Himself. Refer to three of the following set passages: Suras 2.255, 6.101-103, 41.37, 42.4-5, and 112. (10)
- (b)** How can these descriptions of God help Muslims in their daily lives? (4)

# The Life and Importance of Prophet (PBUH)

2058/M/J/09

- 3 (a)** Describe the events of two of the battles fought by the Prophet while he was leader of the community at Madina. (10)
- (b)** How does his conduct in one of these battles provide a model for Muslims today when they face difficulties? (4)
- 4 (a)** Write an account of the first migration (hijra) of the Muslims to Abyssinia. (10)
- (b)** Why did the people of Makka pursue these Muslims? (4)

2058/O/N/09

- 3 (a)** Describe two events from the life of the Prophet that illustrate the way he treated non-Muslims. (10)
- (b)** How can these examples help Muslims today in their relationships with non-Muslims? (4)
- 5 (a)** Trace the events that led up to the Prophet's migration (hijra). (10)
- (b)** Explain the importance of the Pledges of 'Aqaba to the Prophet in the period leading up to the migration. (4)

2058/M/J/10

- 3. (a)** Write about the life of the Prophet up until the first revelation. (10)
- (b)** Why was his relationship with his wife Khadija important for him? (4)
- 4 (a)** Describe the events relating to the Prophet's experiences in caves. (10)
- (b)** Explain the significance of one of these experiences for the development of Islam. (4)

2058/O/N/10

- 3 (a)** Describe the main difficulties encountered by the Prophet himself during his time in Makka after his call to prophethood. (10)
- (b)** How does his conduct in one of these difficulties provide an example for Muslims today? (4)
- 5 (a)** Outline the main events of the Prophet's journey from Makka to Medina. (10)
- (b)** What was the significance of his journey for the Muslims? (4)

2058/M/J/11

- 3 (a)** Give an account of the events of the Prophet's night journey and ascension [‘Isra wa-mi’raj]. (10)  
**(b)** Explain the importance of this event to the Prophet himself. (4)
- 5 (a)** Describe the difficulties faced by the followers of the Prophet in Makka. (10)  
**(b)** What can these stories teach Muslims in their everyday lives today? (4)

2058/O/N/11

- 3 (a)** Write about the Prophet Muhammad's interaction with the Quraysh while he lived in Makka, before and after revelation. (10)  
**(b)** Why did the Quraysh feel they needed to reject the Prophet's message? (4)
- 4 (a)** Describe the Prophet's conduct as leader in two of the battles he fought in. (10)  
**(b)** What can Muslim leaders today learn from the Prophet's conduct in their relations with other states? (4)

2058/M/J/12

- 3 (a)** Give an account of the battles of Khandaq (Trench) and Khaybar. (10)  
**(b)** What lessons can Muslims learn from either of these battles? (4)
- 4 (a)** Describe the main events relating to the first migration ( hijrah) of Muslims to Abyssinia. (10)  
**(b)** What was the importance of making this migration at that time? (4)

2058/O/N/12

- 3 (a)** Give an account of the events surrounding the Pledges of ‘Aqaba and the main details in them. (10)  
**(b)** How were these pledges important for the future community of Muslims? (4)
- 5 (a)** Describe the persecution faced by the first Muslims in Makka. (10)  
**(b)** What can Muslims in modern times learn from these stories? (4)

2058/11/M/J/13

- 3 (a)** Write about the events of the first year following the Prophet's arrival in Madina.  
**(b)** What lessons can Muslims learn from the brotherhood that was created in Madina?
- 4 (a)** Describe the events of the Conquest of Makka.  
**(b)** Why are the actions of the Prophet after the conquest important for Muslims to learn from?

2058/12/M/J/13

**3 (a)** Abu Talib died in 619. Describe the events following this that led to the Prophet's migration (hijra) to Madina. Why do prophets go through difficulties in their lives? (10)

**(b)** Why was this migration important for the Muslim community? (4)

**5 (a)** Give an account of the persecutions faced by the early converts to Islam in Makka. (10)

**(b)** How are these accounts relevant to Muslims now? (4)

2058/12/O/N/13

**3 (a)** Write an account of the battle of Badr. (10)

**(b)** Can the Prophet's conduct during this battle contain lessons for military leaders today? Give reasons for your answer. (4)

**4 (a)** Describe the events of the final year of the Prophet's life. (10)

**(b)** Explain how any two teachings given in the Prophet's Farewell Sermon can help Muslim communities today (4)

2058/M/J/14

**5 (a)** Write briefly about the tasks carried out by the Scribes of the revelation at the time of Prophet. (10)

**(b)** Explain the importance of the principles employed by the compilers of the Qur'an at the time of the Caliphs. (4)

2058/O/N/14

**3 (a)** Describe the events of the Prophet's visit to Ta'if. (10)

**(b)** How can Muslims apply in practice the lessons learnt from the Prophet's behaviour in this situation? (4)

**4 (a)** Give an account of the Prophet's life up to the time the revelations began. (10)

**(b)** Despite living through the days of ignorance, the Prophet remained true to his mission. What lessons can Muslims learn from this today? (4)

2058/11/M/J/15

**3 (a)** Write about the changes in the relationship between the Prophet and the Quraysh in the years between his marriage to Khadija and the death of Abu Talib. (10)

**(b)** Why is it significant that the Quraysh were still willing to keep their belongings with the Prophet after he started to preach Islam? (4)

- 4 (a)** The Prophet paired Muslims from Makka and from Madina after the migration (hijra). Give examples to show the character of the relationship between various Emigrants and Helpers. (10)
- (b)** Today Muslims often seek refuge in neighbouring countries. Show how the example of the Emigrants and Helpers can still provide a model today. (4)

2058/12/M/J/15

- 3 (a)** Give an account of the way in which the Prophet started to preach Islam in the first few years after he first received the revelation. (10)
- (b)** Was it significant that the Prophet began preaching the message in secret? (4)

- 4 (a)** Write about the main events of two of the following battles: Khaybar, Mu'ta, Hunain, Tabuk. (10)
- (b)** Choose one of the four battles mentioned and explain what Muslim leaders now can learn from it. (4)

2058/11/O/N/15

- 3 (a)** Describe the events of the Battle of Uhud. (10)
- (b)** 'Success for Muslims depends on their obedience to the Prophet.' Discuss this statement in relation to Muslims today. (4)
- 4 (a)** The Prophet entered Makka and took control of it in 8AH. Describe the main details of this event. (10)
- (b)** The Prophet's characteristic of mercy was clearly demonstrated in this event. Is it realistic to expect Muslims today to follow his example? (4)

2058/12/O/N/15

- 3 (a)** The Qur'an says the Prophet is of 'great moral character' (68.4). Identify events from his life that show a range of his moral characteristics. (10)
- (b)** Which of the Prophet's characteristics you have written about in part (a) is the most important in your opinion and why? (4)
- 4 (a)** Outline the difficulties the Prophet faced between receiving his first revelation and the boycott of Banu Hashim. (10)
- (b)** Why did some people fear the message that the Prophet had brought? (4)

2058/11/M/J/16

- 4 (a)** The Prophet died in 632. Write about the events of the final year of his life. (10)
- (b)** The Farewell Sermon given by the Prophet contains teachings for Muslims of all times. Explain how two of these teachings can be applied today. (4)

- 5 (a)** The Prophet allowed some of the early Muslims to move to Abyssinia. Write about the events of this migration. (10)
- (b)** Can this migration be compared to the migration of some Muslims today? Give reasons for your answer (4)

2058/12/M/J/16

- 3 (a)** Describe the main events in the Prophet's life before he was granted prophethood. (10)
- (b)** The Prophet's family was important in preparing him for prophethood.' Agree or disagree, giving reasons for your answer. (4)
- 4 (a)** Write about the events surrounding the Treaty of Hudaibiyya and the main terms in it. (10)
- (b)** From this event, what can Muslims learn about the importance of keeping their word? (4)

2058/12/O/N/16

- 3 (a)** The Prophet Muhammad was taken on a night journey and ascent to the heavens (al-'isra wa-l-mi'raj). Write an account of this journey. (10)
- (b)** What was the significance of this journey to the Prophet? (4)
- 4 (a)** With reference to the conduct of the Muslims, describe the events of the Conquest of Makka. (10)
- (b)** Can Muslims today learn from the Prophet's treatment of his former enemies? Give reasons for your answer. (4)

2058/11/M/J/17

- 4 (a)** The Battle of Uhud was fought in the year 625. Describe the main events of this battle. (10)
- (b)** Why is it important for Muslims to show obedience to God in difficult situations? (4)
- 5 (a)** Write about events from the Prophet's life that show his qualities of generosity, honesty and simplicity in action. (10)
- (b)** Can Muslims adopt a life of simplicity like the Prophet in current times? Give reasons for your answer. (4)

2058/12/M/J/17

- 3 (a)** The Pledges of Aqaba were made in the Prophet's last years in Makka. Outline the reasons for these pledges and write about the details in them. (10)
- (b)** In your view, why should Muslims provide a safe haven for others? Give reasons for your answer. (4)

- 4 (a)** The Muslims in Makka faced a lot of hostility after the Prophet began preaching openly. Describe the persecutions against the followers of the Prophet at this time. (10)
- (b)** In today's world how practical are the reactions of the Prophet's followers to these persecutions? (4)

2058/11/O/N/17

- 3 (a)** The Prophet exercised a lot of self-restraint and patience when preaching Islam in Makka. Write about at least three events from this period of time that show these virtues. (10)
- (b)** Giving examples, say how in your opinion Muslims can show self-restraint and patience in their everyday lives (4)
- 4 (a)** Give a detailed account of the Prophet's journey from Makka to Madina in 622. (10)
- (b)** How is the migration of the Prophet like the migration of some Muslims now? Give reasons for your answer. (4)

2058/12/O/N/17

- 3 (a)** The Prophet went to Ta'if to teach the people there about one God. Write about his experience of this event. (10)
- (b)** The Prophet showed great forgiveness despite the cruelty of the people of Ta'if. Do you think Muslims now can follow this example? Give reasons for your answer. (4)
- 4 (a)** Write about the battle of the Trench (Khandaq) fought in 627. (10)
- (b)** What can Muslims learn from the Prophet's involvement in the digging of the trench? (4)

2058/11/M/J/18

- 3 (a)** How did Islam grow in the years between the Prophet's first revelation and his first public preaching in Makka? (10)
- (b)** How can the behaviour of the first converts to Islam provide an example for Muslims today? (4)
- 4 (a)** Write an account of the main events in the life of Abu Bakr during the life of the Prophet. (10)
- (b)** How can Muslims use the example of Abu Bakr in showing loyalty to their friends and colleagues? (4)

2058/12/M/J/18

- 3 (a)** Write about the main events of the battles of Khaybar and Tabuk.
- (b)** The Battle of Tabuk became a mission of peace instead of war. What can Muslims learn from this.

- 4 (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. (10)
- (b)** The Prophet did not change his character despite the way the Quraysh changed towards him. What can Muslims learn from this? (4)

2058/11/O/N/18

- 3 (a)** The Prophet had different experiences in the caves of Hira and Thawr. Give an account of his experiences in both caves. (10)
- (b)** How did the events in the cave of Thawr help strengthen the Prophet's relationship with God? (4)
- 4 (a)** The Prophet Muhammad brought the message of Islam to Makka. Describe the ways the main clans treated him after hearing his message. (10)
- (b)** Why did the Quraysh fear the Prophet and his message even though he was not violent or aggressive towards them? (4)

2058/12/O/N/18

- 3 (a)** Giving at least four examples from his life, write about the ways in which the Prophet Muhammad showed generosity and humility. (10)
- (b)** Giving examples, write about how Muslims can be generous with their neighbours. (4)
- 4 (a)** The Prophet Muhammad migrated to Madina from Makka. Write about the Ansar and the Muhajirun and the way they helped each other. (10)
- (b)** Using this example, what can Muslims do for those people who have left their homes and come to live amongst them in their communities? (4)

2058/11/M/J/19

- 3 (a)** Describe the events of the Prophet's night journey and ascension (al-isra wal miraj). [10]
- (b)** Why do you think it was important for God to take the Prophet (pbuh) on this journey? [4]
- 4 (a)** Describe the main events in the life of the Prophet Muhammad (pbuh) from his childhood until he received revelation. [10]
- (b)** The Prophet (pbuh) faced challenges in his early years but maintained his good character. How can Muslims learn from this today? [4]

2058/12/M/J/19

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

- 4 (a)** Write about the events of the final year of the Prophet's life. [10]  
**(b)** Which of the Prophet's teachings from his final sermon do you think is the most important for Muslims today? Give reasons for your answer. [4]

2058/11/O/N/19

- 3 (a)** The Prophet (pbuh) was generous and forgiving. Write about events from his life that demonstrate these qualities in action. [10]  
**(b)** How easy is it for Muslims in the present day to follow the Prophet's generosity? Give reasons for your answer. [4]
- 4 (a)** By referring to the Treaty of Madina, describe the relationship between the Muslims and the non-Muslims when the Prophet (pbuh) first arrived. [10]  
**(b)** How can Muslims apply the Prophet Muhammad's example of compassion when building community relations? [4]

2058/12/O/N/19

- 3 (a)** Write about the events related to the signing of the Treaty of Hudaibiyya and the main terms in it. [10]  
**(b)** What in your opinion were the benefits, if any, for the Muslims signing the Treaty of Hudaibiyya? [4]
- 4 (a)** Describe the events of the first battle in Islam, the Battle of Badr. [10]  
**(b)** How important was the outcome of this battle for the Prophet (pbuh) and his followers? Give reasons for your answer. [4]

2058/11/M/J/20

- 3 (a)** The Prophet (pbuh) went to spread Islam in Ta'if. Write about the background and details of this event. [10]  
**(b)** Giving examples, show how Muslims can practise forgiveness in their lives. [4]
- 4 (a)** The Battle of the Trench (Khandaq) was fought in 627. Give an account of the main events that took place. [10]  
**(b)** What can Muslims learn from this event about taking advice from others? [4]

2058/12/M/J/20

- 3 (a)** Give an account of the main events of the Prophet's preaching up until the public declaration on Mount Safa. [10]  
**(b)** What do the Prophet's struggles in these early years teach Muslims about dealing with their own difficulties? [4]
- 4 (a)** Describe the main events of the Battle of Mu'ta and the Battle of Hunain. [10]  
**(b)** From these battles, what can be learnt about good leadership skills? [4]

2058/11/O/N/20

- 3 (a)** The Prophet (pbuh) conquered Makka in 630. Write an account of the main events of the conquest. [10]  
**(b)** Why was it important for the Prophet (pbuh) to offer refuge to the Makkans? [4]
- 4 (a)** Choose three events from the Prophet's life that demonstrate his moral character, and write in detail about them. [10]  
**(b)** Which of these events do you think is the most relevant as a lesson for Muslims today? [4]

2058/12/O/N/20

- 3 (a)** The Prophet (pbuh) was mistreated by the Makkans after preaching the message of Islam. Write an account of the difficulties he faced. [10]  
**(b)** How can the Prophet's response to opposition help Muslims when they are mistreated? [4]
- 4 (a)** Describe the events of the migration (hijra) from Makka to Madina. [10]  
**(b)** In what way is this journey significant for the Muslim community now? [4]

2058/11/M/J/21

- 3 (a)** Describe the main events of the Prophet's migration (hijra) from Makka to his welcome in Madina. [10]  
**(b)** The Companions showed friendship and support for the Prophet (pbuh). How can Muslims show friendship and support for each other? [4]
- 4 (a)** Write about the events of the Battle of Khaybar and the Battle of Hunain. [10]  
**(b)** In your opinion, which of these two battles was the most significant for Muslims? [4]

2058/12/M/J/21

- 3 (a)** Write about the events of the Battle of Uhud fought in 625. [10]  
**(b)** What lessons might be learned from the outcome of the Battle of Uhud? [4]
- 4 (a)** Giving examples from the Prophet's life, write about how he showed both the qualities of patience and forgiveness. [10]  
**(b)** Why should Muslims show patience in their everyday lives? [4]

2058/11/O/N/21

- 3 (a)** Describe the main events of the Pledges of Aqaba and the details in the Pledges. [10]  
**(b)** What might Muslims do to set an example and welcome others who move to their areas? [4]
- 4 (a)** Write about the main events of the Battle of Badr. [10]  
**(b)** What can the events of the Battle of Badr teach Muslims? [4]

2058/12/O/N/21

- 3 (a)** Outline the main events from the Prophet's night journey and ascension (al-israwal-mi'raj). [10]  
**(b)** In what way did this event give hope to the Prophet (pbuh)? [4]
- 4 (a)** Write about the events of the migration to Abyssinia by some of the early Muslims. [10]  
**(b)** What might be learned from the way the Muslims were treated in Abyssinia? [4]

2058/11/M/J/22

- 3 (a)** Write an account of the Prophet Muhammad's life from his birth until he received revelation. [10]  
**(b)** The Prophet (pbuh) was an orphan and raised by many people. How did this prepare him for prophethood? [4]
- 4 (a)** Describe the Prophet's pilgrimage in the final year of his life and his Farewell Sermon. [10]  
**(b)** In your opinion, what was the most important teaching from the Farewell Sermon? Give reasons to support your answer. [4]

2058/12/M/J/22

- 3 (a)** Give an account of the tribes living in Madina and the details of the Constitution of Madina that brought them all together. [10]  
**(b)** In your opinion, what important lesson(s) can be learned from the Constitution of Madina by Muslims today? Give reasons to support your answer. [4]
- 4 (a)** Describe the main events of the Battle of Khaybar and the Battle of Tabuk. [10]  
**(b)** Despite their difficulties in the Battle of Khaybar the Muslims never gave up. What might Muslims learn from this in their everyday lives? [4]

2058/11/O/N/22

- 3 (a)** Write about the persecution faced by the Prophet (pbuh) after he started preaching Islam openly. [10]  
**(b)** Choose one example of the Prophet's conduct when persecuted and explain how it can be followed by Muslims today. [4]
- 4 (a)** Write an account of the first actions taken by the Prophet (pbuh) to establish a Muslim community in Madina. [10]  
**(b)** How might Muslims today follow the example of the community in Madina to make their own communities stronger? [4]

2058/12/O/N/22

- 3 (a)** Describe the ways in which the clans in Makka treated the Prophet (pbuh) before and after he received revelation. [10]
- (b)** Why was it significant that the Quraysh continued to trust the Prophet (pbuh) with their belongings, after revelation? [4]

2058/11/M/J/23

- 3 (a)** Using examples from the Prophet's life show how he demonstrated the two qualities of:
- trustworthiness
  - forgiveness. [10]
- (b)** In what ways can people show their trustworthiness to each other? Give specific examples from everyday life. [4]
- 4 (a)** Write an account of the Battle of Uhud. [10]
- (b)** In your opinion, what is the most important lesson that Muslims might learn from this battle? Give reasons to support your answer. [4]

2058/12/M/J/23

- 3 (a)** Write about when the Prophet (pbuh) showed patience and self-restraint while living in Makka. [10]
- (b)** How can Muslims demonstrate patience and self-restraint in their own lives? [4]
- 4 (a)** Write an account of the Prophet's conquest of Makka in 630. [10]
- (b)** What was the significance of the conquest of Makka for the development of Islam? [4]

2058/11/O/N/23

- 3 (a)** The Prophet (pbuh) stopped at Hudaibiyya on his way to Makka. Give an account of the events that took place here. [10]
- (b)** In your opinion, what is the most important lesson that Muslims might learn from the events at Hudaibiyya? Give reasons to support your answer. [4]

2058/12/O/N/23

- 3 (a)** Describe the events relating to the Prophet's efforts to spread Islam in Ta'if. [10]
- (b)** What is the most important lesson Muslims might learn from the Prophet's example at Ta'if? Give reasons to support your answer. [4]
- 4 (a)** Give an account of the persecution faced by the early followers of Islam. [10]
- (b)** What might the early followers' response to persecution teach Muslims about facing difficulties? Give examples to support your answer. [4]

2058/11/M/J/24

- 3 (a)** Outline the growth of Islam in Makka from the first revelation until the migration to Madina. [10]
- (b)** Early Muslims faced difficulties in establishing their faith. How can their actions guide Muslims today in practising their own faith? [4]
- 4 (a)** Give an account of the Prophet's night journey and ascension (al-Isra' wal-Mi'raj). [10]
- (b)** How does the Prophet's night journey and ascension help connect Muslims with God? [4]

2058/12/M/J/24

- 3 (a)** Give an account of the main events of the Pledges of Aqaba and the details of the pledges made. [10]
- (b)** In your opinion, what is the best way for Muslims to welcome those who move into their communities? Give reasons for your answer. [4]
- 4 (a)** Give an account of the Battle of the Trench (Khandaq). [10]
- (b)** What good leadership skills can Muslims adopt from the Prophet's example in the Battle of the Trench? [4]

2058/11/O/N/24

- 3 (a)** Describe the ways that the Prophet's family in Makka both supported and opposed him. [10]
- (b)** The Prophet (pbuh) remained steadfast in the face of all difficulties. What can Muslims learn from his example and put into practice? [4]
- 4 (a)** Write about the way the Prophet (pbuh) demonstrated the qualities of honesty and simplicity. [10]
- (b)** To what extent can Muslims live their lives as simply as the Prophet (pbuh)? [4]

2058/12/O/N/24

- 3 (a)** Give an account of the Prophet's migration (hijrah) from Makka to Madina. [10]
- (b)** What are two important lessons for Muslims from the Prophet's experiences on this journey from Makka to Madina? Give reasons for your answer. [4]
- 4 (a)** Describe the events of the final year of the Prophet's life. [10]
- (b)** Explain how two of the teachings from the Prophet's Farewell Sermon are significant for Muslims today. [4]

2058/11/M/J/25

- 3 (a)** Describe the boycott of Muslims to Shi'b Abi Talib. [10]
- (b)** To what extent was this boycott the worst time in the life of the Prophet (pbuh)? [4]

- 4 (a)** Outline the tasks the Prophet (pbuh) undertook to overcome divisions and create unity in the first year in Madina. [10]
- (b)** In what ways can Muslims today promote good community relations in their own neighbourhoods? [4]

2058/12/M/J/25

- 3 (a)** Write about the events of the Battle of Badr. (10)
- (b)** In what ways did the outcome of the battle help the Muslims in Madina? (4)
- 4 (a)** Give an account of the letters sent by the Prophet (pbuh) to spread Islam outside Madina. (10)
- (b)** Why was it important for the Prophet (pbuh) to send letters to leaders outside Madina inviting them to Islam? (4)

2058/11/O/N/25

- 2 (a)** Describe the first revelation, and the roles of Jibril, Khadija, and Waraqah ibn Nawfal at the time of the first revelation. (10)
- (b)** What is the significance of God sending the first revelation through an angel? Give reasons for your answer. (4)
- 3 (a)** Give an account of the persecutions suffered by the new followers of Islam in Makka (10)
- (b)** What lessons can be learned from the lives of early Muslims about remaining steadfast in their faith? (4)

2058/12/O/N/25

- 3 (a)** Describe the way the Prophet (pbuh) began openly calling the Makkans to Islam and their reaction. (10)
- (b)** What lessons can Muslims learn from the Prophet's reaction to the Makkans' response to his calls, and apply in their own lives? (4)

# The First Islamic Community

2058/M/J/09

- 5 (a)** Write accounts of the lives of the Prophet's two grandsons al-Hasan and al-Husayn. (10)
- (b)** Explain why they each died in the way they did. (4)

2058/O/N/09

- 4 (a)** Write briefly about the conversion to Islam of Abu Bakr, 'Umar, 'Uthman and 'Ali. (10)
- (b)** In what ways did the conversion of 'Umar help the young Muslim community? (4)

2058/M/J/10

- 5 (a)** Describe the teachings of Islam about the position of women as wives, mothers and daughters. (10)
- (b)** What do these teachings tell us about the relationship between men and women? (4)

2058/O/N/10

- 4 (a)** Write about the major contribution made to Islam by Abu Bakr during the Prophet's lifetime. (10)
- (b)** Why was Abu Bakr given the title 'Saviour of Islam'? (4)

2058/M/J/11

- 4 (a)** Write an account of the following figures during the lifetime of the Prophet: Hamza, Abu Bakr and 'Ali. (10)
- (b)** Explain why one of these figures was important in the development of the Islamic community. (4)

2058/O/N/11

- 5 (a)** Write about the life of Aisha during the Prophet's lifetime. (10)
- (b)** How can she be seen as a role model for Muslims now? (4)

2058/M/J/12

- 5 (a)** Outline the main events in the lives of the Prophet's grandsons al-Hasan and al-Husayn. (10)
- (b)** Explain how al-Husayn's death remains important to Muslims today. (4)

2058/11/O/N/12

- 4 (a)** Write about the Prophet's relationship with the following figures: Aminah, Halimah, Sa'adiyah and Abu Talib. (10)
- (b)** What can these relationships teach Muslims today about family ties? (4)

- 5 (a)** Write about the main points in the lives of Bilal and Abu Sufyan. (10)  
**(b)** What can be learnt from Bilal's role in the Islamic community? (4)

2058/12/O/N/12

- 4 (a)** Write about the lives of any two of the following wives of the Prophet: Sawda bint Zama'a, Aisha bint Abu Bakr, Hafsa bint 'Umar and Umm Salama. (10)  
**(b)** What can the life of any one of these wives teach Muslims about marriage? (4)

2058/M/J/13

- 4 (a)** Write about the Prophet Muhammad's interaction with non-Muslims in Madina. (10)  
**(b)** What can Muslims learn from this interaction? (4)

2058/O/N/13

- 5 (a)** Give an account of the lives of the Prophet's four daughters. (10)  
**(b)** Can Muslims learn from the Prophet's bond with Fatima? Give reasons for your answer. (4)

2058/M/J/14

- 4 (a)** Describe the roles played by Abu Talib and Hamza in the life of the Prophet. (10)  
**(b)** Did the role of Abu Talib help strengthen the early Muslim community? Give reasons for your answer. (4)

- 5 (a)** Write briefly about the tasks carried out by the Scribes of the revelation at the time of the Prophet. (10)  
**(b)** Explain the importance of the principles employed by the compilers of the Qur'an at the time of the Caliphs. (4)

2058/11/M/J/15

- 5 (a)** Write about the role of 'Umar in the lifetime of the Prophet. (10)  
**(b)** What lessons can Muslims learn from 'Umar's conversion? (4)

2058/12/M/J/15

- 5 (a)** Write about the Prophet's wife Aisha during the lifetime of the Prophet. (10)  
**(b)** 'Aisha is a role model for Muslim women around the world.' Say whether you agree or disagree with this statement, giving reasons for your answer (4)

2058/11/O/N/15

- 5 (a)** Give an account of the lives of 'Ali ibn Talib and Zayd bin Harith during the life of the Prophet. (10)  
**(b)** To what extent do 'Ali and Zayd's relationships with the Prophet provide models for family relations today? (4)

2058/12/O/N/15

- 5 (a)** Write about the lives of two of the Prophet's wives whom he married after the death of Khadija. (10)
- (b)** "The best of you is the one best to his wife." Explain what the Prophet meant by this statement and how it is relevant to Muslims now. (4)

2058/11/M/J/16

- 5 (a)** The Prophet allowed some of the early Muslims to move to Abyssinia. Write about the events of this migration. (10)
- (b)** Can this migration be compared to the migration of some Muslims today? Give reasons for your answer. (4)

2058/12/M/J/16

- 5 (a)** Write about the lives of the Prophet's uncles, Hamza and Abu Sufyan. (10)
- (b)** Many of the people who had been enemies of the Prophet accepted Islam. What lessons can Muslims learn from this? (4)

2058/11/O/N/16

- 5 (a)** Give an account of the difficulties experienced by the early Muslim community in Makka. (10)
- (b)** Drawing from this account, what advice could be given to Muslims now living in fear of persecution? (4)

2058/12/O/N/16

- 5 (a)** Give an account of the lives of 'Uthman and 'Ali during the lifetime of the Prophet. (10)
- (b)** 'Uthman was known to be generous with his wealth. How can Muslims now apply the trait of generosity? (4)

2058/11/M/J/17

- 5 (a)** Write about the lives of Fatima and any one other of the Prophet's daughters. (10)
- (b)** Explain the importance of the statement, 'Daughters are a mercy (rahma)'. (4)

2058/12/M/J/17

- 5 (a)** Outline the tasks performed by the Prophet's scribes during his lifetime. (10)
- (b)** The scribes had the Prophet as a source of information. How useful is the internet as a source of information about Islam? (4)

2058/11/O/N/17

- 5 (a)** Write about the lives of the Companions Bilal ibn Rabah, Ja'far ibn Abi Talib and Salman. (10)
- (b)** In your opinion, what is the significance of the Prophet encouraging the liberation of Bilal and Salman from slavery? (4)

2058/12/O/N/17

- 5 (a)** Khadija bint Khuwaylid was the Prophet's first wife. Write an account of her life in the period she knew the Prophet. (10)
- (b)** The Prophet's employer was a woman who was successful in business. What lessons can be derived from this for Muslims now? (4)

2058/11/M/J/18

- 5 (a)** Describe in detail the roles of Halima and Abu Talib in the early years of the Prophet's life. (10)
- (b)** From these relationships, what can be learnt about keeping family ties? (4)

2058/11/O/N/18

- 5 (a)** Two of the Prophet's wives were Aisha and Hafsa. Write an account of their lives during the lifetime of the Prophet. (10)
- (b)** Both wives were narrators of Hadith. What can Muslims learn from this about women and education? (4)

2058/12/O/N/18

- 5 (a)** Write about the lives of 'Uthman and 'Ali during the lifetime of the Prophet (pbuh) (10)
- (b)** From 'Ali's early life, what lessons can young people learn about their role in the community? (4)

2058/11/M/J/19

- 5 (a)** In Madina, the Helpers (Ansar) and Emigrants (Muhajirun) were made brothers. Give an account of the main developments of this relationship. [10]
- (b)** How can Muslims apply this model of brotherhood to help their communities? [4]

2058/12/M/J/19

- 5 (a)** Write a detailed account of the lives of Hamza ibn Abd al-Muttalib and Khalid ibn Walid during the lifetime of the Prophet (pbuh). [10]
- (b)** Hamza ibn Abd al-Muttalib showed loyalty to the Prophet (pbuh). How can Muslims show loyalty in their everyday lives? [4]

2058/11/O/N/19

- 5 (a)** Some Muslims travelled to Abyssinia. Describe what happened to the groups that migrated. [10]
- (b)** In your opinion, was this migration similar to Muslim migrations today? Give reasons for your answer. [4]

2058/12/O/N/19

- 5 (a)** Write about the lives of 'Uthman and 'Ali during the lifetime of the Prophet (pbuh). [10]

- (b)** From 'Ali's early life, what lessons can young people learn about their role in the community? [4]

2058/11/M/J/20

- 5 (a)** Write an account of the life of the Prophet's Companion Abu Bakr, during the Prophet's lifetime. [10]
- (b)** Abu Bakr used his wealth to help others. How can Muslims follow his example today? [4]

2058/12/M/J/20

- 5 (a)** Give an account of the life of the Prophet's wife Aisha during the lifetime of the Prophet (pbuh). [10]
- (b)** From the example of Aisha, what lessons can be learnt about education in Islam? [4]

2058/11/O/N/20

- 5 (a)** Describe the main difficulties faced by the early followers of Islam. [10]
- (b)** How can these events give hope to Muslims today? [4]

2058/12/O/N/20

- 5 (a)** Write about the brotherhood in Madina that developed between the Helpers (Ansar) and the Emigrants (Muhajirun). [10]
- (b)** How can Muslims today show their brotherhood and sisterhood towards each other? [4]

2058/11/M/J/21

- 5 (a)** The first wife of the Prophet (pbuh) was Khadija. Write about the main events of her life. [10]
- (b)** What does Khadija's marriage to the Prophet (pbuh) teach Muslims about family relationships? [4]

2058/12/M/J/21

- 5 (a)** Write about the life of the Prophet's daughter, Fatima. [10]
- (b)** What can be learned from her life about the relationship between parents and children? [4]

2058/11/O/N/21

- 5 (a)** Write about the lives of two of the following Companions: Salman al-Farsi, Ja'far ibn Abi Talib, Abd al-Rahman ibn Awf. [10]
- (b)** Even when they had wealth, some Companions lived simple lives. How can Muslims show simplicity in their everyday lives? [4]

2058/12/O/N/21

- 5 (a)** Write about the lives of 'Umar and 'Uthman during the lifetime of the Prophet (pbuh).

[10]

**(b)** What lessons can be learned from ‘Uthman’s life before he became Caliph? [4]

2058/11/M/J/22

**5 (a)** Write about the various tasks performed by some of the Prophet’s Companions as his Scribes. [10]

**(b)** What are the benefits of the Qur’an being available to everyone on the internet? [4]

2058/12/M/J/22

**5 (a)** Write about the lives of the Companions Bilal ibn Rabah and Abu Sufyan ibn Harb. [10]

**(b)** What lessons can be learned about equality from either Bilal’s or Abu Sufyan’s conversion to Islam? [4]

2058/11/O/N/22

**5 (a)** Write about the lives of the Prophet’s uncles: Hamza ibn Abd al-Muttalib and Abu Talib. [10]

**(b)** What can be learned from Abu Talib’s example of support for the Prophet (pbuh)? [4]

2058/12/O/N/22

**4 (a)** Write about the lives of the Prophet’s grandsons: Hassan ibn ‘Ali and Hussain ibn ‘Ali. [10]

**(b)** Hussain defended what he believed was right for the future of Islam. What lessons might Muslims learn from this? [4]

**5 (a)** Write about the lives of two of the following wives of the Prophet (pbuh):

- Sawda bint Zama’a
- Aisha bint Abu Bakr
- Hafsa bint ‘Umar
- Umm Salama. [10]

**(b)** Choose from one of the wives named in part (a) and write about what her life might teach Muslims about the role of women in society. [4]

2058/11/M/J/23

**5 (a)** Write an account of the life of Fatima and the life of any one other of the Prophet’s daughters. [10]

**(b)** What lessons might Muslims learn from the relationship between the Prophet (pbuh) and his daughters? Give examples to support your answer. [4]

2058/12/M/J/23

**5 (a)** Write an account of the lives of Amina bint Wahb and Halima Sa’adia during their time with the Prophet (pbuh). [10]

**(b)** The Prophet (pbuh) was an orphan and raised by various people. How might this be an example for Muslims today? [4]

2058/11/O/N/23

**5 (a)** Write about the lives of the Companions Khalid ibn Walid and Zayd ibn Haritha during the lifetime of the Prophet (pbuh). [10]

**(b)** What lessons might Muslims learn about family relationships from Zayd ibn Haritha's life with the Prophet (pbuh)? [4]

2058/12/O/N/23

**5 (a)** Give an account of the life of 'Ali ibn Abi Talib during the life of the Prophet (pbuh). [10]

**(b)** How might 'Ali ibn Abi Talib's life with the Prophet (pbuh) inspire young people in their lives today? [4]

2058/11/M/J/24

**5 (a)** Give an account of the life of 'Ali ibn Abi Talib during the life of the Prophet (pbuh). [10]

**(b)** How might 'Ali ibn Abi Talib's life with the Prophet (pbuh) inspire young people in their lives today? [4]

2058/12/M/J/24

**5 (a)** Give an account of the lives of three of the following Blessed Companions during the lifetime of the Prophet (pbuh):

- 'Umar ibn al-Khattab
- Talhah ibn 'Ubaydullah
- Zubayr ibn al-'Awwam
- 'Abd al-Rahman ibn 'Awf
- Sa'd ibn Abi Waqqas. [10]

**(b)** Many new converts were persecuted for their beliefs. To what extent can their responses help Muslims in their daily lives now? [4]

2058/11/O/N/24

**5 (a)** Write about the lives of the following Companions during the lifetime of the Prophet (pbuh):

- Ja'far ibn Abi Talib
- Zayd ibn Thabit. [10]

**(b)** How important is it today for Muslims to seek out scholars to learn about Islam? [4]

2058/12/O/N/24

**5 (a)** Give an account of the life of Khadijah bint Khuwaylid. [10]

**(b)** In what ways can Khadijah be a role model for Muslims today? [4]

2058/11/M/J/25

- 5 (a)** Write about the lives of Bilal ibn Rabah and Hamza ibn Abdul Muttalib. [10]  
**(b)** How do the stories of Bilal ibn Rabah and Hamza ibn Abdul Muttalib help Muslims understand and accept the death of a loved one? [4]

2058/12/M/J/25

- 5 (a)** Give an account of the lives of Salman al-Farsi and Abu Talib. (10)  
**(b)** What lessons can be learned from Salman's life experiences with the Prophet (pbuh)? (4)

2058/11/O/N/25

- 4 (a)** Describe the events of the battle of Mu'ta and Hunayn. (10)  
**(b)** What lessons can be learned from the Prophet's actions at the Battle of Hunayn? (4)
- 5 (a)** Write about the life of 'Aisha during the years she was married to the Prophet (pbuh) (10)  
**(b)** How can Muslims today apply lessons learned from 'Aisha's life about the importance of education and knowledge? (4)

2058/12/O/N/25

- 4 (a)** Describe the way the relationship between the Emigrants (Muhajirun) and Helpers (Ansar) developed in Madina. (10)  
**(b)** To what extent can relationships such as those between the Ansar and Muhajirun be developed by Muslims today? (4)
- 5 (a)** Write about the main roles played by the Scribes of the Prophet (pbuh) (10)  
**(b)** To what extent is it easier to record Islamic knowledge now than in the time of the Prophet (pbuh) (4)

## **A Note from Mojza**

This resource for Islamiyat (2058) has been prepared by Team Mojza, covering the content for O Level 2025-27 syllabus. The content of this resource has been prepared with utmost care. We apologise for any issues overlooked; factual, grammatical or otherwise. We hope that you benefit from these and find them useful towards achieving your goals for your Cambridge examinations.

If you find any issues within these notes or have any feedback, please contact us at [support@mojza.org](mailto:support@mojza.org).

### **Acknowledgements**

#### **Authors:**

Abdullah Mohammad  
Meesha Hasan  
Wareesha Riaz

#### **Proofreaders:**

Abdullah Mohammad  
Miraal Omer

#### **Designers:**

Fasiha Raza

---

© 2026 Mojza. All rights reserved. The content of these notes may not be republished or redistributed without permission from Mojza. All diagrams have been designed by Team Mojza except where cited.