

ISLAMIYAT

Paper 2058/12
Paper 1

Key messages

Read questions carefully, underline key words to understand the focus and the context of questions.

Pay attention to the marks allocated to each question to decide which one requires longer answer; reserve more time for questions needing extended answers.

Avoid long and unnecessary background or introduction.

Do not waste time on discussing implication or aftermath of an event in **(a)** parts of questions where focus should solely be on description of main events.

General comments

Candidates' answers were high-quality and demonstrated a good depth of knowledge, the right chronological order with authentic and relevant quotes along with detailed information about historical events, personalities, names, dates and, in some cases, original extracts of conversation.

It was pleasing to see many candidates showing an understanding of the questions' demands, offering thoughtful consideration and presenting their own judgement supported by some reasoning and evidence, in **(b)** parts of questions.

Comments on specific questions

Question 1

- (a)** Some good answers were seen in response to this question, clearly indicating the set each passage belonged to, identifying themes therein followed by some development and where possible supported with a quote from the Qur'an. Passage (i) and (ii) were more popular, better candidates selected the themes of God being, 'Badi', knowledgeable and having sublime nature and then went on to explain these themes in passage (i) while in passage (ii), more successful candidates focused on God's ownership, greatness and mercy. Passage (iii) was least popular; those who did attempt it brought out the themes of God granting His blessings to His chosen people, bestowing knowledge and assisting them in times of trials and tribulations.

On the contrary, those who were not successful either confused the passages or merely paraphrased or tried to identify all the themes, hence kept going from one to the other theme without any development or elaboration. Another common occurrence was discussing some general themes such as 'Tauheed' and God's worship which are common to almost all the passages hence making no attempt to point out and elaborate any specific theme. Some candidates provided the complete story of the Prophet Adam in passage (iii) without highlighting underlying concepts or ideas.

- (b)** There were some strong responses which showed how the themes mentioned in part (a) have an impact on the lives of Muslims. Such answers talked about Muslims becoming more conscious of their acts, looking up to God in times of hardship, and having faith in God's help and assistance.

Conversely, those who did not do well gave the same general answers saying that Muslims need to believe in God and worship Him and not set any partners with Him. This was for every passage.

Candidates, in large numbers, started off responses with the phrase, 'This passage teaches Muslims...', and then described all the themes again; such descriptive responses could only go into Level 1 because of the basic nature of it.

Question 2

- (a) There were many detailed answers to this question which asked the candidates to describe the events of first revelation to the Prophet Muhammad (pbuh). Some excellent answers were not only able to narrate all the events in detail but also quoted actual conversation between the Prophet Muhammad (pbuh), Khadija and Warqa bin Naufal from historical records. Most of the responses gave a brief background, described the encounter the Prophet Muhammad (pbuh) had with Gabriel in Cave Hira, quoting Sura Aalaq, followed by the summary of the Prophet's conversation with Khadija and Warqa. This achieved marks in level 3.

Giving excessive background information, narrating events of subsequent revelations or giving details of the Prophet's experience of receiving revelations, not relevant to the question asked, were some common mistakes. Other reasons for lower marks included inaccuracies and lack of details.

- (b) Most of the candidates found this question challenging. Candidates were asked to tell how the Prophet (pbuh) being 'Ummi' was significant for Muslims. Better candidates talked about how it proved that the Qur'an was revealed by God Himself and not created by the Prophet (pbuh) and that it showed Muslims that God was the Prophet's teacher Himself. Some, more thoughtful, responses discussed how it provided an opportunity for the Prophet (pbuh) to dictate revealed verses to his scribes, ensuring oral and written preservation of the Qur'an.

A large number of candidates talked about reasons for the Prophet (pbuh) not being able to read or write, without tying into the question itself. There were two contradictory claims made by candidates, some believed that it showed that being educated was not that significant in Islam while others were of the opinion that it reflected on the importance of education in Islam, however, both sides could not substantiate their claims with any strong arguments or evidence.

Question 3

- (a) This was a popular question and was generally answered well. Almost all the candidates attempting this question wrote about the background, preparation for umrah, arrival of the Prophet (pbuh) and his companions at Makkah, refusal of Quraysh to allow access, exchange of envoys, Bait e Ridwan, treaty terms and brief reaction to the treaty hence easily reaching Level 3. Those achieving higher marks also talked about minute details of preparation, quoted actual conversation between the Prophet (pbuh) and the Quraysh envoys, the incident of disagreements over wording of treaty, the Abu Jandal affair and the disappointment in the Muslim camp over the treaty provisions. Excellent responses also quoted Qur'anic Verses regarding Bait e Ridwan and Sura Fath, prophesying a Muslim triumph.

Candidates' vague details and a lack of knowledge restricted some responses to Level 2 in this question.

- (b) There were some excellent answers demonstrating how signing the treaty enabled the Prophet (pbuh) and his companions to expand Islam to far off areas, prevent bloodshed and concentrate on stabilising the internal situation in Medina. Some candidates also argued how the terms of the treaty ultimately led to the Conquest of Makkah. It was very pleasing to see candidates demonstrate a good understanding of the issues raised in the question and present their informed judgements and support them with strong evidence. For example, that of new converts occupying key locations along the trade routes to disrupt Quraysh trade caravans, taking benefits of the term in the treaty that Makkans who accepted Islam were not to be allowed in Madina. Those who did not achieve higher levels, clearly lacked understanding, indicated by some simplistic and vague statements such as the claims about the treaty proving beneficial or not beneficial without giving any solid reason for why they thought so.

Question 4

- (a) This question was, by far the most popular optional question. Most of the candidates knew basic facts about the cause of the first battle in Islam, the Battle of Badr. Good responses also included

information about numerical strength of the warring sides, deployment of troops, stages of war and the casualties and treatment of prisoners of war. The responses that achieved higher marks in Level 4 had the most accurate information, giving details of how both contingents moved towards the battle ground and occupied key locations. The prayers made by the Prophet (pbuh) and God's reply and the assistance offered, as mentioned in the Qur'an were also quoted. Precise names of participants of initial dual and those captured or killed in the war also took responses to the highest marks in Level 4.

Weaker responses had inaccuracies; some candidates penalised themselves by spending too much time on giving excessive details about the background of the war, particularly narrating the Nakhla incident in too much detail whereby losing precious time that could have been spent on the narration of actual battle events, while others gave imprecise details of the battle. Some responses confused the Battle of Badr with other battles.

- (b) Many thoughtful responses talked about several benefits of winning this battle including strengthening and renewal of belief in God in times of need, recognition of Muslims as a force to be reckoned with, establishment of Medina as a centre of Islam and spoils of war as a boost to the Muslim economy. Other responses talked about this victory being the first for Muslims. Many exaggerated the benefits of winning this battle and talked about elimination of Makkah's power or establishment of Muslim influence all over Arabia, which were not factually very accurate, resulting in such responses being judged as satisfactory and placed in Level 2.

Question 5

- (a) This question was the least popular. Those who did well demonstrated extensive knowledge about 'Uthman and 'Ali, starting from their early lives, conversions to Islam, life in Makkah, followed by details of their migration to Medina, roles played by them in social and military spheres along with their relationship with the Prophet (pbuh), quoting the Prophet's words praising both of them on several occasions. They specifically pointed out the role played by 'Ali in several wars and at the time of the Prophet's death and 'Uthman's financial contributions to early Islamic society.

On the contrary, those who did not do well either talked about 'Uthman and 'Ali's marriages to the Prophet's daughters only, or narrated events from the lives of these personalities as Caliphs, outside 'the lifetime of the Prophet (pbuh), which were not relevant to this question.

- (b) Most of the candidates misinterpreted this question and either talked about good things people should do in general or gave general comments about 'Ali's life such as, that we should be brave in our life. Candidates who answered more successfully were able to say that age should not be a barrier in how one stands up and serves in the community.

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Paper 2058/22
Paper 2

Key Messages

Answer the question that is asked.

Apply knowledge of Hadiths to modern life and give examples.

Take an appropriate amount of time on each question. Spend longer on writing answers that gain more marks.

General Comments

There were some very good examples of quite specific knowledge in many answers. This demonstrated good engagement with the topic. Many responses showed development even if, in some cases, it concerned only one part of an answer. Candidates clearly have the skills to do well and in most cases it was the level of knowledge that discriminated within levels.

Comments on specific questions

Question 1

There were some thoughtful responses for Hadith 1 and 4 in **Part (a)**. These Hadiths were dealt with very well as many responses described the teachings within them successfully. Hadith 1 teaches us that a Muslim's actions stem from their belief and many responses referred to this. Strong responses for Hadith 3 expressed that the Hadith's teachings broadened the concept of martyrdom to include all who die living righteously.

Strong answers in **Part (b)** expressed the teachings in the chosen Hadiths and demonstrated their knowledge with good examples from the present day and from the times of the Prophet (pbuh) and his Companions. For example, supporting orphanages and giving emotional support to orphans or donating to charities. Strong responses developed the story of the Ansars who helped fellow believers from Makkah who had emigrated to Madina. The group had left everything behind and links were made with the present day situation of Muslims who should support fellow Muslims in Kashmir or Myanmar. This demonstrated the practical implementation of Hadith 4.

Question 2

The strongest responses in **Part (a)** recognised what both the Musnad and Musannaf collections were and knew the difference between them. Weak responses found this very challenging. These responses highlighted that many candidates did not know what these collections were and wrote irrelevant answers or anything and everything they knew about Hadiths.

Many responses confused Musnad for Musannaf and vice versa throughout their answer although they had the content correct. In such cases marks were awarded appropriately.

An allowance was made if candidates made the same mistake in **Part (b)** so they were not penalised for it twice.

Question 3

Strong responses in **Part (a)** recognised that this answer required knowledge about the election of Abu Bakr as the first caliph **and** the action he took against any two of the four false prophets. Many candidates did this.

Stronger responses wrote about the events leading up to his election in detail. All correct information about any of the four false prophets was credited with the strongest responses showing detailed knowledge of two.

Responses that wrote an account of all four false prophets penalised themselves through spending time unnecessarily.

Strong responses in **Part (b)** clearly highlighted the most serious danger faced by Abu Bakr during his caliphate and gave reasons for their choice. Weaker responses wrote about more than one serious challenge faced by Abu Bakr. Candidates should be encouraged to spend time thinking about their choice to give them more time to write an evaluative response rather than writing more than the question is asking them to.

Question 4

In **Part (a)** strong responses contained information about the conditions a Muslim fulfils before starting prayer e.g. intention, purity, sattu, qibla etc. and developed these conditions. For example, when writing about purity, wudu, ghusal, tayammum were all referred to. Even stronger responses elaborated on how and when they are done and required.

Many candidates wrote well for the first part but for importance of prayer the responses lacked detail. One example given of brotherhood being established by performing salat in a mosque is not incorrect but there are other more relevant individual benefits of performing salat. For example, it keeps Muslims humble and it is a constant reminder to Muslims about their Creator etc.

This was a popular and well answered question.

Part (b) was also well answered by candidates. Many responses were able to give examples as to why prayer is important.

Question 5

In **Part (a)** good responses recognised the need to write a descriptive account of zakat and state who is liable to pay it and who it can be paid to. All three aspects of the question were addressed. What is zakat and its importance, what is nisab and the way it is calculated and the list of people it can be paid to were all included in strong responses. Many candidates who answered this question went on to write about who zakat cannot be given to which was not needed.

Strong responses in **Part (b)** wrote about the importance of zakat in Muslim society. Weaker responses highlighted the importance of zakat to the individual. It is critical to read the question and understand it before starting the answer in order to reduce time spent on writing unnecessary information.