

ISLAMIYAT

Paper 2058/11
Paper 1

General comments

It was pleasing to see some very concise, accurate essay writing which almost always conveyed an answer much more clearly than lengthy accounts. On some questions more than others, candidates had a tendency to write a general answer, which consisted of only some information relevant to the questions. Candidates who only included relevant information, and elaborated on those points, gained higher marks illustrating that concise answers were favourable.

The quality of the answers varied not only in the level of knowledge of the participant but also in the way this information was presented. Candidates who distinguished the points they were making (by using clear paragraphs) addressed the questions more effectively.

While most candidates managed a small amount of reflection in their answers, very few provided sophisticated answers to these questions. Teachers may be able to assist candidates in answering these questions by encouraging reflective thought about the topics taught.

Centres need to remind candidates of the need to write clearly in black ink, and to write their answers in the spaces provided. The examination instructions require candidates to answer in the given space for each question. Should they require extra space, some additional lined pages are provided at the end of the booklet. Candidates must not write their answers on blank, unlined pages. Extra booklets should only be used once the given space is filled.

Comments on specific questions

Question 1

- (a) The best answers defined a theme and clearly stated it at the start of the answer. Teachers could help candidates to improve their answers by directing them to state the themes first, making sure they define them with words which are not already given in the passages. Candidates should be careful to not simply paraphrase the Sura, with no attempt to draw out or elaborate on themes. That said, this question provided an opportunity for candidates whose knowledge was limited on other questions, to gain some points by making a good attempt at this question.
- (b) The best answers gave very specific examples of aspects of life for Muslims nowadays, explaining how the theme identified helped Muslims to live their lives. This was very pleasing to see however few candidates achieved this level of answer. While some candidates did manage a level of reflection, answers were often very general and did not refer specifically to Muslim's lives today.

Some candidates seemed to struggle to separate A and B answers so repetition was found in Part B. Teachers could help candidates to distinguish between the themes of the Suras, and how they are relevant to Muslim's lives today.

Question 2

- (a) The best answers to this questions followed a chronological format, explaining the involvement of each Sahaba in turn. Higher quality answers provided more detail. Candidates tended to be very good at answering the question with regards to Uthman, where the level of detail tended to be similar across candidates, whereas the level of detail in regards to Abu Bakr and Umar varied a lot more between candidates. However, overall most candidates achieved at least a good basic answer, with many providing good answers with more detail, for example in regards to the debate between Abu Bakr and Umar as to the validity of compiling the Quran.
- (b) The majority of candidates disagreed with this statement, however, answers on the whole were limited in knowledge and depth, referring mostly to the potential impact of not having compiled the Quran on the future of Islam. Better answers also referred to the legal validity of the decision to compile the Quran, and some referred to Allah's promise to protect the Quran.

Question 3

- (a) This question was popular but candidates would improve by reading the question and fully and understanding what was being asked from them. Many candidates seemed to misread the question and wrote a general answer about the character of the Prophet (pbuh), which contained only a small amount of information relevant to the particular character traits of justice and humility. The best answers gave an introduction to the character of the Prophet (pbuh) and then referred to the specific character traits in turn, giving several examples of each. Many candidates also gave examples which were more relevant to other traits such as honesty. Teachers could help candidates by encouraging them to carefully read the questions and highlight key words, to assist them in writing relevant answers.
- (b) Candidates did seem more able than on other B sections to give examples relevant to Muslims today, such as how to treat friends, servants or strangers. This was pleasing to see.

Question 4

- (a) There was a wide variation in the quality of responses given for this question. The best answers included information about the delegations, the pilgrimage, and also the events immediately prior to the Prophets (pbuh) death. However, many answers focused only on one part of this, such as providing information only about the pilgrimage, or only about the time immediately preceding the death.
- (b) Most candidates managed satisfactory answers to this question. The most common points included the treatment of women and the treatment of slaves, which candidates used to refer to how people should be treated today. Many candidates referred to how slaves should be treated, which was assumed to refer to servants.

Question 5

- (a) There was a wide variety in the quality of responses for this question. Most candidates achieved a satisfactory answer by explaining the events in a chronological order, with variation of the amount of detail. Some candidates wrote about the migration to Madina, unfortunately this resulted in them producing an unrelated response therefore missing out on marks. The best answers provided information about the persecution which gave context, followed by a description of the two phases of migrations, including names of well-known companions, followed by a description of the attempt by the Quraysh to return the Muslims, and Negus' response.
- (b) There were some interesting answers to this question. Those answering yes, generally referred to recent migrations such as India to Pakistan, or migration from Syria, and compared the level of persecution and desire to live peacefully. Those answering no referred to the luxuries of modern travel making the migrations practically very different, or the reasons for migration being different.

Key messages

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- Candidates must write in the given space for each question, and **only** used the given extra lined pages if needed, no other spaces
- Care should be taken to select information relevant to the question asked
- It should be emphasised to candidates that including irrelevant information will not gain more points. Concise, relevant answers are preferable
- Candidates should write in clear paragraphs, which will make their points easier to understand.
- Paragraphs should ideally start with a main point which is linked to the direct question being asked, not the topic in general
- The point made should then be supported with evidence and explanation
- Part **(b)** questions should not repeat part **(a)** and should focus on a Muslims' life today.

ISLAMIYAT

Paper 2058/12
Paper 1

General comments

The overall standard of answers given for this paper was similar to the previous year. The quality of answers was similar across all questions. Candidates generally followed the rubric in terms of answering the correct number of questions.

Centres need to remind candidates of the need to write clearly in black ink, and to write their answers in the spaces provided. The examination instructions require candidates to answer in the given space for each question. Should they require extra space, some additional lined pages are provided at the end of the booklet. Candidates must not write their answers on blank, unlined pages and must not write their answer for one question in the space provided for another. Some candidates used an additional answer booklet even when they did not use the space provided for the answer in the given booklet. Extra booklets should only be used once the given space is filled.

Concise, accurate essay writing, selecting relevant facts and applying them almost always conveyed an answer much more clearly than lengthy accounts. As a guide, the best answers wrote in clear paragraphs with the first sentence of the paragraph directly addressing the point being made about the question; not a general point about the topic. The next few sentences provided specific examples, quotes or points, and then explained them. There were very pleasing examples of candidates who achieved this.

Comments on specific questions

Question 1

- (a) The best answers defined a theme and clearly stated it at the start of the answer. Teachers could help candidates to improve their answers by directing them to state the themes first, making sure they define them with words which are not already given in the passages. Good candidates did this and went on to pinpoint parts of the passages which demonstrated the meaning on the theme.

One candidate defined the theme of the second passage as God's compassion and support for His Prophets. That candidate then explained how this was shown by God's reassurance of the Prophet during his the sleepless nights he faced after a lengthy gap in revelations. Just as Allah shows His Prophet compassion, so we should also treat those in society in greatest need with kindness and support, with examples given. The best answers were able to articulate this level of overview which went well beyond repeating the passage itself.

- (b) Answers to part (b) showed a slight decline on the previous year. The key focus of the question, as stated in the wording of the question, is the application of the theme to a Muslims life today. The best answers gave very specific examples of aspects of life for Muslims nowadays, explaining how the theme identified helped Muslims to live their lives.

Candidates need to focus their answers much more clearly on a Muslims' life today rather than concentrating on key words which may detract them from a good answer.

Question 2

- (a) The best answers specifically addressed, giving examples, how the Qur'an was used with each of the other sources of Islamic Shariah: the Hadith, Ijma and Qiyas. This was very pleasing to see.

Many candidates answered this question well. The best gave examples of quotations from the Quran, and how details may be further added from Hadith. They gave further development by showing how Qurannic references could be used to derive judgements by the consensus of scholars, and where analogy could be derived using Qiyas.

Some of the common examples given were: the derivation on rulings of details on prayer; the prohibition of drugs in analogy to alcohol; the use of interest; the issue of nail varnish; inheritance of grand-children and the prohibition of meat from predatory creatures.

- (b) Many candidates misread the question and wrote about the importance of Ijma and Qiyas. However, they were asked if they were **equally** important. The best answers addressed issues including the superior knowledge of scholars, which might lead to the conclusion that their consensus may be more important, as opposed to the need to address previously unknown situations in practical everyday life, which might make Qiyas more relevant. It did not matter which candidates chose as long as they came to a supported conclusion.

Question 3

- (a) This was a popular choice of question which was very well answered. Candidates had learned the main details of the Prophet's life in considerable detail and the best answers were able to articulate these in clear, well organised paragraphs.

- (b) Candidates can improve by reading the question properly and what the question is asking them to answer. Many candidates did not read the question properly and gave irrelevant answers. Some good answers included: Muhammad attended meetings of elders with his grandfather; he became politically aware and his family taught him diplomacy; he learnt the rules of war and military tactics through accompanying Abu Talib at Harb al Fijar; Abu Talib gave him desert exposure by making him shepherd; staying with Halima improved his eloquence and Arabic proficiency; Abu Talib's love taught him kindness to orphans and destitute; Abu Talib involving him in trade taught him business ethics; Khadija's financial support allowed him to develop business and to take time to meditate. A few candidates argued that Muhammad's family were not important in support because, as a Prophet, all support came directly from Allah and that was all that was needed.

Question 4

- (a) The Treaty of Hudaibiyya was well understood by candidates. The best answers wrote in clear paragraphs, explaining the main clauses. A few wrote bullet points, which should be avoided at this level in examinations. The immediate circumstances of Hudaibiyya were generally less well covered than the general circumstances, but the best responses were sufficiently detailed in giving both.

- (b) The focus of this question was about Muslims keeping their word. Candidates can improve in their answers by ensuring they do not repeat the question as part of their answer. The best candidates were able to apply the principles of honesty in verbal and written promises to modern deeds by Muslims, including politicians' promises, trade deals and in dealing with friends and family. One excellent candidate explained that such promises are recorded by the angels and will affect a person's judgement: promises are intentions that should be fulfilled in due honesty if at all possible.

Question 5

- (a) This was the least popular choice of question on the paper, but nevertheless answered just as well as the others. Candidates generally knew more about the life of Hamza than Abu Sufyan. The best answers gave full details for both including their lives before embracing Islam, conversion, relationship and support to the Prophet as well as their respective roles in the various battles such as Abu Sufyan's role in Badr, Uhud and Trench.

- (b) This question brought a variety of responses. Most candidates emphasised the importance of honesty and integrity in dealing with adversaries, so that they might not hate Islam but in time grow to respect it. Some candidates made the point that revenge should be avoided so that enemies may leave behind their hatred in time, leading to possible acceptance of the Islamic faith.

Key messages

- Candidates must write in the given space for each question, and **only** use the given extra lined pages if needed, no other spaces
- Care should be taken to select information relevant to the question asked
- Information about a topic not relevant to a particular question should be omitted
- Paragraphs should ideally start with a main point which is linked to the direct question being asked, not the topic in general.
- The point made should then be supported with evidence and explanation.
- Part (b) questions should not repeat part (a) and should focus on a Muslims' life today.

ISLAMIYAT

Paper 2058/21
Paper 2

General comments

An improvement in the performance of the candidates is being seen since the introduction of this IGCSE Paper. Candidates still need to develop how to set out the answers. For **Question 1** they have to answer two Hadiths in **Part (a)** and the **(b)** parts of the same Hadiths. They should write the **(a)** parts of the two Hadiths one after the other followed by the two corresponding **(b)** parts. The **(a)**'s and **(b)**'s should be clearly distinguishable from each other as should the two **(a)**'s and two **(b)**'s. Candidates can also do **(a)** and **(b)** followed by the next **(a)** and **(b)**. It is extremely difficult to read and give accurate marks where they have mixed up their responses to the different parts. And many seem to be following their own pattern. For **Questions 2 to 5 Part (a)** and **(b)** should be labelled.

Part (a) answers are descriptive and examining the knowledge of the candidates on the various topics being asked about. It is the detail and development in the answers that help gain the candidate higher levels / marks. Many candidates are not writing enough to get to those higher levels and a vast majority struggled to get to the top end of Level 3. **Part (b)** is looking for evaluation and personal responses. More practise in this area is needed and it is important that candidates realise the requirement of both the **(a)** and **(b)** part of the answers which are different from one another.

Question 1

Candidates are not surprisingly selecting two Hadiths from the four given. It was seen in a number of scripts that they chose one and did answer **Part (a)** and **(b)** of it. At other times they simply did **Part (a)** and not the **(b)**. There were also a number of scripts where the answer moved from **(a)** to **(b)** and not made very clear by the candidate. This made marking the question difficult.

Few got beyond a satisfactory 2 in each Part of the answer. Paraphrasing, repetition was found in many answers. The general feeling was that the candidates were not confident and lacked preparation for this answer. The fourth Hadith in the given Paper referred to social responsibility and *sadaqa* with many candidates thinking the question was referring only to zakat and answering accordingly therefore not achieving high marks.

Question 2

Hadiths role as guidance in general was being looked for. This could cover legal issues, religious guidance, moral values being reinforced, social care etc. An answer dealing with guidance given by the prophetic Hadiths in a few of the areas would have earned the candidates high levels. Answers restricted themselves to discuss either religious guidance (for example how the Prophet (pbuh) explained the procedure of wudu or offering salat) or dealt with criminal issues like punishment for adultery. Some candidates quoted Hadiths from the syllabus and said how they guided Muslims in their treatment of others. Some candidates wrote a very general response on how the Prophet's (pbuh) conduct was good and needed to be followed etc. without referring to any of the areas discussed above. Here candidates needed to develop a more detailed account in order to achieve high marks.

Part (b) was well answered. Candidates gave good responses about how God has instructed Muslims to follow the Prophet (pbuh), etc.

Question 3

Not a popular question but most of those who did attempt it did well in it. They were well prepared candidates and had the statistical details, names, events down quite well. In **Part (b)** again they gave effective responses. Most put down the battle of Qadisiya as the most significant and offered a credible response to back their choice. Many who chose to write about Qadisiya did not attempt to write about it in **Part (a)** which was good to see as the question was giving them an open choice and they used it well.

Question 4

In this question candidates had to write about the main teachings about salat being the foundation of Islam and how Muslims prepared for salat. Many of the candidates attempting this question gave very average responses. Besides saying they have to do wudu/tayyamum they had nothing more to say. At best they went on to write the procedure of wudu. Those who did give a reasonable response focussed on one part of the answer and not the other and very few were able to give a competent response covering both parts of the question in their answer.

Question 5

Again, a clue to what was being looked for in the answer was given in the first part of the question. Many candidates went on to write about the three aspects of tawhid quite clearly and distinctly, whilst others did cover at least two of these aspects. Good responses were seen for this question and it was a popular one.

In **Part (b)** again candidates gave competent responses to why God warns Muslims from committing shirk.

Conclusion

Candidates it seems struggled with **Question 1**. And there seemed to be a lack of preparation for **Question 2** and **4** which was required for candidates to achieve high marks. Every year the responses of the candidates are improving on the whole. With more focus on how to attempt **Question 1** and better preparation the results next year will be even better.

ISLAMIYAT

Paper 2058/22
Paper 2

General comments

The general performance this year was not much different from that of last year, a good effort on the part of the candidates even though there were a few examples of old issues lingering on e.g. not reading the questions or instructions given properly; making little effort to offer evaluation where it was needed. On the whole a good session, the popular questions from the optional three were **Questions 3** and **5**.

In **Question 1** candidates made a good effort but there is still need for improvement in the **Part (b)** evaluation section. Candidates tend to reword and repeat the teachings given in **Part (a)** when they need to focus on the application of the Hadiths teaching in **Part (b)**. A few candidates did not understand the requirement of **Question 2** and instead of focussing on the two parts of a Hadith wrote about the two types of Hadiths namely Hadith *Qudsi* and *Nabawi*. **Question 3** was a very popular question and candidates generally showed a good insight into the historical circumstances often including statistical details as to troop numbers and also names of actual people involved. There were occasions of inconsistent dates and figures. There were also occasions where a few candidates just started with the compilation of the Qur'an giving just a brief account of the Battle of Yamama. In **3(b)** the general performance was a fair one. Others needed to read and understand the question properly, instead of discussing the issue in the era of Abu Bakr's caliphate, some just wrote about his general life and how good a Muslim he was. **Question 4** was the least popular question. Some candidates attempted this very well and not so well by others. The thrust of the question was on the performance of *Umra* and how its performance differed from *hajj*. **Question 5**, was again a popular question and many candidates who attempted this question did rather well. Again a variety of dates and statistical figures were given which did not always match historical facts. In **5(b)** the general responses were satisfactory and in many answers more than in some answers the accusations against Muawiya were hard to justify. It is important that with historical themes teachers ensure that students stick to accepted historical facts and not let the candidates get too carried away with what could be seen as sectarian opinions.

Comments on Specific Questions:

Question 1

Majority of the candidates generally got to a satisfactory mark quite comfortably with the well prepared ones getting to levels 3 and 4. For the majority to reach these higher levels it is important that they don't restrict their answers to just the wordings of the Hadith but try to understand the broader meaning/teaching of the given Hadiths. This will also help candidates write better evaluative answers for **Part (b)** because they would be writing from a broader base of knowledge. Good explanations of Hadiths were seen in quite a few answers. There were also those who simply paraphrased the Hadith rather than expound upon its teachings. An example of this could be Hadith 12 which was the first Hadith given in the Paper, answers instead of focussing on how Muslim leadership is a trust from God which should be helpful to those being led and should never be by force but rather kindness wrote literally on how the Prophet (pbuh) sent his two emissaries to Yaman. For Hadith 15, related to mercy, many focussed on forgiveness with no link being made to mercy. In **Part (b)** practical examples will help the average student to get to the top levels. Candidates have shown improvement when addressing the two parts in **Question 1** candidates could do even better with a little more application and understanding of the needs of each part.

Question 2

This was a straight forward question. The question asked the candidate to write an account of the different parts of a Hadith and say how these parts help in determining the different categories of Hadiths, which were also given in the question. Candidates executed this answer in a variety of ways. Some started with stating that the *isnad* and *matn* were the two parts and explained them and then linked the different categories to *isnad* and *matn* saying what made a Hadith authentic or approved or weak, etc. The mark really depended on how fully they had discussed *isnad* and *matn*. Other candidates discussed the categories in depth and brought out *isnad* and *matn* within the response of what the categories were. Both ways of answering the question were acceptable and candidates were rewarded with the levels in accordance with the detail and development of the points made. Some candidates as mentioned in the general comments did not understand the requirement of the question and wrote about the two types of Hadiths and went on to classify the categories briefly without bringing *isnad* and *matn* into their discussion. Some candidates who did refer to *isnad* and *matn* seemed to be limited in their explanation and understanding of the terms. The weaker candidates wrote everything they could remember on the topic whether it was relevant or not.

In **Part (b)** the focus of the question was on how the Prophet (pbuh) practised and encouraged the use of *ijma*. The answers could have said that the Prophet (pbuh) practised *ijma* as the use of *ijma* in legal thinking is based on a number of verses in the Qur'an also that he was the role model whose *sunna* Muslims endeavoured to follow, an example of the Prophet (pbuh) exercising *ijma* could have been given. Many answers described what *ijma* was to start off their answer and made a weak link to what was being asked in the question. Here the mark was at best satisfactory but where they clearly discussed the practise of *ijma* by the Prophet (pbuh) and said why he encouraged its use they scored top levels.

Question 3

An account of the battle of Yamama and the compilation of the Qur'an was being looked for in the answer. Some candidates unnecessarily went on to write about all the four prophets; or how Musaylimah came into prominence which was not needed. There were two parts to the question and they needed to launch into a response with at best a brief line or two of introduction. Both parts needed to be addressed to get to the higher levels. The majority did well in this question but there were some who wrote very briefly on the battle and focussed simply on the compilation of the Qur'an hence where marked accordingly.

In **Part (b)** a statement was given about Abu Bakr being given the title of *al-Siddique* by the Prophet (pbuh). The question clearly asked how Abu Bakr lived up to this title during his caliphate. A vast number of candidates went on to write about why Abu Bakr was given the title, his friendship with the Prophet (pbuh) and the kind of man he was which was irrelevant and no marks were given. Answers needed to be specifically focussed on how he lived up to the title during his caliphate which is what Paper 2 covers, the period of his caliphate. Wars with the false prophets and those refusing to pay *zakat* compilation of the Qur'an to preserve the true word of Allah is what should have been written about. Those who understood the question gained some good marks.

Question 4

In answering this question the candidates needed to write about the observances of *Umra* which are not very many and also write about the differences between *Umra* and *Hajj*. Not many candidates attempted this question but those that did ranged in performance. Some excellent responses were read, some were satisfactory where the candidate wrote a little bit about both parts of the question. In some answers the focus was on the differences between the two pilgrimages and not so much on the observances.

In **Part (b)** it was important to link how the actions performed in the performance of *Umra* led to improving the spirituality of the pilgrim. This was clearly stated in the question. Yet some responses given were too general. Candidates who did get the higher levels in this answer were those who could give reasons or say how the two *rakah* at the station of Ibrahim, the *sa'y* and the shaving/cutting of hair at the end of the *Umra* for example improve the spirituality of the pilgrim. A general paragraph of benefits of *Umra* linking it back to the question could make the difference of a level in **Part (b)** answers.

Question 5

This was a straight forward question in which candidates needed to answer about the events which occurred due to the opposition of Talha and Zubayr. Focus of the answer should have been events that led up to the battle of Camel, the battle itself and its outcome and end. A brief account of how this battle was followed by that of Siffin, emergence of Kharijites and martyrdom of 'Ali could and was given by some. The thrust of the answer was however the battle of Camel. Few candidates wrote about it and more about Siffin which was an error of judgment.

In **Part (b)** good responses were seen. Candidates should be encouraged to base their evaluation on facts in order to achieve high marks. When their opinion is asked it does not mean they make up historical facts but rather it is on the basis of historical facts that their opinion is sought.

Conclusion

Candidates did well in the examination. As always reading the questions carefully, understanding the requirement of each question and addressing that requirement will make getting higher levels possible in future. Reading past papers and making mind maps of how each question could be answered is an exercise worth doing.