

# ISLAMIYAT

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Paper 2058/11  
Paper 1

## Key messages

- Candidates should ensure their handwriting is clear and legible, otherwise there is a risk the examiners will not be able to read their answers, resulting in lower marks
- Candidates should not write on the blank pages
- Any answers on additional objects should be labelled correctly.

## General comments

The overall standard was good. Generally, the candidates followed the rubric. Some aspects needed attention such as understanding the difference between “a” and “b” parts of a question and answering them accordingly. “A” parts require recollection, selection and presentation of information and knowledge, acquired in the course of study so a concise, to the point, well presented, detailed answer gets highest marks. As for the “b” parts of the questions, emphasis should be on analysis and evaluation not merely stating the facts. For this part, candidates need to be more thoughtful about why a question is being asked, and so the analytical skills of the candidates need to be polished.

## Comments on specific questions

### Question 1

Almost all the candidates attempted this question, choosing any two passages to answer. There were only a few who only answered one part while some others only attempted one passage.

- (a) A precise explanation of themes, contained in the selected passage with some elaboration is needed in this part and candidates need to avoid paraphrasing the passage; this will not earn them marks. Another observation was that some candidates lost marks due to writing about the importance of selected themes in (a) rather than in (b) and writing about the themes in (b).

Some candidates emphasised too much on the background of a certain Sura rather than explaining their themes, e.g. giving an account of first revelation for Sura 96.1–5.

- (b) Some good evaluative answers were seen here where candidates tried to explain how the themes of the passages are important in the daily lives of the Muslims. Candidates who did not perform so well did not fully understand the question so only managed to either repeat the themes or generally discuss what Muslims should or should not do.

Teachers can encourage the students to come up with ideas on how these themes can be applied in the practical lives of the Muslims and the impacts which these themes can have on their day-to-day life.

## Question 2

- (a) The best answers were not only able to select the right passages, explain what was told in them but also draw lessons from the teachings contained in those passages. However many restricted their answers to merely telling the story of Adam and Jesus as explained in the Sura 2.30–37 and 5.110 without actually showing what Muslims can learn from these stories; Jesus' story with that of Ibrahim. Points such as Satan's vanity and subsequent punishment, God's mercy, forgiveness, consequences of God's disobedience were beautifully brought out by some from Sura 2. On the other hand only a few were able to show any significant lessons to be learnt from Jesus' story, such as the great favours that God gives to His prophets, or how His miracles were a great blessing.
- (b) This question was answered well. Candidates, who not only gave a list of general acts of worship and moral duties of a Muslim but also went a step further and discussed man's role as God's vicegerent in relation to other beings as well as the environment, earned them higher marks.

## Question 3

- (a) Of those candidates who did attempt this question just a few of them were able to understand the command words The use of word "interacted" in the question clearly indicated interaction at a wider level whereas "after his move to Madina" specified which groups of non-Muslims the question referred to. Some candidates wrote about the interactions with Quraysh before and after the Prophethood, but most answers were short and very general.

Some candidates successfully mentioned the Prophet's dealings with Jews, such as the Covenant of Madina, and later acts of betrayal by Jews and Muslim campaigns against them. Candidates could improve by also referring to the Prophet's social and financial dealings with them. The Prophet's interaction with Christians mentioning of covenants with Christians of St Catherine Monastery and Christians of Najran would have helped students to get higher marks.

- (b) How Muslims can establish good relations with non-Muslims and treat them well was discussed by more or less every candidate attempting this question, however they were general rather than specific answers about treating others well. To get to higher marks candidates needed to elaborate on how they could establish relations with non-Muslim states or non-Muslim communities, e.g. signing of peace contracts between warring states or not putting non-Muslims under obligations to become Muslim or feel threatened in any way if they live in a Muslim country.

## Question 4

- (a) This was a popular choice, but only averagely answered. Best answers had correct chronological order with sufficient details and a balanced approach with appropriate details about background, actual events of battle and post war affairs. Candidates should not spend too much time on the background and the causes of the battle as this will stop them from giving ample details about other parts hence scored relatively low. Many gave great details about the background and then wrote one or two sentences about the actual battle itself.

Presentation of knowledge is another skill that is tested through these types of questions. A student, who has had sufficient practice, can successfully demonstrate it and knows how to write an answer that is balanced, well developed and with the right level of accurate detail.

- (b) This was a good opportunity to score high marks but surprisingly a large number of candidates only managed to narrate how Badr prisoners were treated without concluding what lessons could be learnt. Where some candidates drew some lessons, they were too general. Mentioning the present day conventions on the rights of POW's which are based on the same principles as in Islam, such as not humiliating them or torturing for extracting information, were described by some candidates who scored higher marks.

**Question 5**

- (a) This was another popular question this session. Almost all the candidates attempting this question mentioned physical, emotional, economic and social hardships born by the Prophet and his followers. Where candidates gave specific details by mentioning the names of the oppressors and their victims along with the specific details of their sufferings and covered aspects other than the physical atrocities, higher levels were easily achieved. Candidates can improve their answers by expanding their answer not just to discuss the Prophet but to also mention other Muslims. Candidates can also mention details of the boycott, migrations and difficulties in the progression and practice of Islam.
- (b) Generally patience and steadfastness was highlighted by candidates. Some pointed out other options such as migration. Candidates could have improved their answers by giving detailed answer. Ample practice in the classroom by discussing with them how these lessons learnt from history can be practically applied, particularly in the conflicts and war torn areas or where Muslims are living in difficult circumstances. These current issues provide opportunities for candidates to put their learning into context.

# ISLAMIYAT

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Paper 2058/12  
Paper 1

## Key messages

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- Any answers on additional objects should be labelled correctly.

## General comments

The overall standard was good. Generally, the candidates followed the rubric. Some aspects needed attention such as understanding the difference between “a” and “b” parts of a question and answering them accordingly. “A” parts require recollection, selection and presentation of information and knowledge, acquired in the course of study so a concise, to the point, well presented, detailed answer gets highest marks. On the other hand, a question which is not properly understood by a candidate or where relevant facts are not presented in a concise manner or sufficient details lack, the candidates score low.

As for the “b” parts of the questions, emphasis should be on analysis and evaluation not merely stating the facts. For this part, candidates need to be more thoughtful about why a question is being asked, and so the analytical skills of the candidates need to be polished.

Examiners noticed some very good scripts for this paper. Lots of detailed, comprehensive, essay length answers, which were well balanced, discussing in detail all aspects of the matter in question. As for the analytical questions (**part b**), again there were some good evaluative answers. Reasoning in a logical mature manner was seen too.

Where candidates write on additional question booklets it should be labelled clearly which question they are answering. Sometimes answers are quite general and can be attributed to any number of questions, so if they are not labelled it makes it difficult for examiners to award marks accurately.

## Comments on specific questions

### Question 1

Almost all the candidates attempted this question, choosing any two passages to answer. There were only a few who only answered one part while some others only attempted one passage.

- (a) Good answers pointed out themes that were being discussed in the passages and elaborated on them. Satisfactory answers focused on discussing or paraphrasing the actual teachings while some only managed to rewrite the translation of the passages.

Candidates, to gain high marks needed to mention the theme of the passage in the beginning and explain how that theme is discussed or elaborate on these themes from the passage, e.g. Sura 112 deals with the theme of God in Himself and defines different aspects of this concept like His oneness in terms of numbers, in terms of His uniqueness. Similarly other aspect such as

God's eternity and His existence independent of others, are also discussed which candidates should have elaborated on.

- (b) Some good evaluative answers were seen in **part (b)** of this question where candidates discussed how these themes affect the daily lives of the Muslims. Concepts such as, in Sura 99, creating a sense of accountability in Muslims making them more responsible and sensitive, inculcating feelings of worthlessness of this world, making Muslims pious, were beautifully discussed by some candidates.

Those candidates who were able to focus on what Muslims ought to do, e.g. believe in One God, only ask Him for help and came up with ideas on how these themes can be applied in the practical lives gained the higher marks. For example candidates who were able to show how themes can impact on a Muslims day-to-day life were sophisticated and attained high level marks.

### Question 2

- (a) This was generally a well answered question, with most candidates relating the main points of the revelation. Detailed answers that narrated relevant events from when the Prophet was in the cave, when he left the cave and when he returned home, as well as giving relevant quotations, scored good marks. Answers that gave an outline of the events but lacked essential details or accuracy scored lower.
- (b) This question was averagely answered. Often candidates were trying to provide reasoning but were unable to conclude their answer despite their efforts to evaluate. Many mentioned the Prophet's honesty and truthfulness as a stronger reason for his selection as a prophet than the fact that he was someone who couldn't read or write. A few thoughtful answers said that God did not want anyone to be the Prophet's teacher. Some answers were a bit ambiguous and the candidates could not put their point across successfully.

### Question 3

- (a) This question was the most popular of the optional questions and was answered fairly well. There were many extensively detailed answers covering minute details written by the candidates. Most did well on this question. Candidates could have improved their mark by including details of *Isra* and *Miraj*.
- (b) Facts such as the Prophet receiving prayer as a gift, meeting other prophets, leading them in prayer showing his superiority were mostly discussed. Candidates do need to mention that *Miraj* was a journey to boost the Prophet's morale and provide comfort and consolation at a time when it was much needed. Mainly it was well answered.

### Question 4

- (a) This was also a popular question. There were many excellent answers covering a range of events, in considerable detail. Many candidates emphasized too much on some events like the Treaty of Hudaibiyya rather than actual events of the conquest. Fine details such as names of the people involved, numbers, dates, etc. take marks to the higher levels.
- (b) Mostly candidates answered in affirmative, giving various reasons to support their point. Too simplistic answers like "we should be good and nice with our enemies and forgive them" were not awarded high marks. As the question specifically says "today's Muslims", some practical examples from present day lives of the Muslims should be narrated. Some did discuss how patience and forbearance is much needed in these times as people have become very hostile and short tempered.

**Question 5**

- (a) There were some comprehensive answers, covering all the important events from the lives of 'Ali and 'Uthman, during the life of the Prophet Muhammad which gained high marks. Those candidates who contained details of the companions' lives did well. There were some cases where candidates mixed up the personalities and either wrote about 'Umar or Abu Bakr or partly mixed the events from the lives of these personalities.
- (b) Helping poor and needy along with doing other charitable acts was discussed by the most of the students but did not mention generosity in terms of giving your time, effort and support to others which could be more valuable in these times was not mentioned. Those higher ability students who gave the best answers were aware of current issues putting their learning into context.

# ISLAMIYAT

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Paper 2058/21  
Paper 2

## General Comments

There was a mixed performance for Paper 21. Many excellent responses contained detailed arguments on either side of the debate. Others needed to be more thorough in their explanation with more detail and a balanced argument in order to achieve high marks. Candidates can improve by spending time reading and understanding what the question was asking before launching into a response. Moreover candidates can improve by answering **Part (a)** with sufficient knowledge and answering **Part (b)** questions by using evaluative responses (as opposed to descriptive responses which did not merit higher marks).

In the answering of Hadiths some candidates were very good; however many answers paraphrased the translation given which did not merit marks. Candidates need to make a distinction between the teaching and the action of the Hadith they are evaluating so to obtain a higher level. In some **2(a)** answers candidates were unable to distinguish between Quranic verses and Hadiths.

In **4(b)** many said the two Eid's were more than celebrations but went on to describe how they are celebrated rather than giving reasons for why they are more than celebrations. In **5(b)** very few wrote about the importance of following the rules of jihad instead they wrote about the importance of following the different forms of jihad which was the answer to **Part (a)**.

## Comments on Specific Questions

### Question 1

There were mixed answers from candidates answering Question 1; some candidates were able to give very good responses whilst others have room for improvement.

For the first Hadith it could be said that the understanding was absent and hence those who attempted it paraphrased it and could not articulate the teaching. The teaching of Hadith **(i)** was that Muslims need to live their lives righteously, in obedience to Allah's and the Prophet's teaching and by doing so will get the reward of being a martyr when and however they may die. Action: Perform the pillars, stay away from the forbidden, care for ummah etc.

The Hadith on modesty needed more than 'we must be modest, we must practice modesty...' candidates need to understand what modesty is. Once candidates can define modesty they will be able to express what it teaches Muslims and how they can put it into action; candidates able to do this received the higher marks. Modesty is an abstract term to define and it is important that when teaching the Hadith the candidates are very clear on its meaning.

### Question 2

**Part (a)** of this question was asking candidates to write about the relationship between the two primary sources of guidance and describe how the Qur'an and Hadith work together. Examples from the performance of obligations such as prayer, zakat, sawm and hajj could have been given. Criminal law, laws on inheritance, marriage are common examples that could have been referred to as well as showing how the Hadiths explain or add to the instruction given in the Qur'an. Candidates can improve by providing examples of the Hadiths teachings. Some candidates gave the example of how from the teachings of the Hadiths Muslims have learned to fulfil the obligation of salat. Candidates did reasonably well in this part of the question. Where a good number of examples or a range of examples was given higher levels were attained.

In **Part (b)** a statement was given and the candidate was asked to agree or disagree with it. The words 'basic laws of Islam' were used in reference with qiyas and not on their own. Candidates need to address what is being asked of them; some candidates ignored the word qiyas in the question and wrote about basic laws of Islam in a most general way. Candidates need to address the important terms of a question and show their full understanding of it. Confusing answers were given but there were those who read the question, understood it and responded to the demands of the question and were thus rewarded.

### Question 3

A popular question which had two elements that needed to be answered. The first was about the election of Usman as caliph and the second was about the compilation of the Qur'an that took place in his caliphate. Most candidates knew about the panel of six selected by Umar in his last days, names were given but there were many versions about how he was elected finally. The second part was straightforward and those who had come in prepared secured good marks.

For **Part (b)** the expectation was to see answers saying that the three caliphs stood by what they believed to be right, that they did not compromise their principles, or worked for the unity of the umma at the cost of their own lives and today's leaders should learn lessons from them and always support what they believe to be just. However, in the answers we had the opportunity to read the candidates' responses sometimes said that the lesson from Usman's death was not to have relatives promoted in your government and to ensure that you have good security. For Ali it was said that he should have listened to and responded to the demand of the people. Some only focussed their answer giving the example of one caliph not all three. Where relevant points were made even if they differed from the MS marks were awarded.

### Question 4

This question was straight forward however many candidates did not seem to fully understand what was being asked of them. It was not well answered by many who attempted it. Candidates who achieved a high mark for their answer gave several, detailed examples of how fasting benefits the individual and the community. Some candidates wrote about individual benefits and not the other or vice versa which unfortunately meant they only received satisfactory marks.

In **Part (b)** as was said above candidates could have improved by developing their ideas about the two Eid's by giving reasons supporting their stance and not simplifying Eid to be just a religious celebration. Those candidates who received only satisfactory marks were unable to go beyond a descriptive response of how the Eid's were celebrated. Wherever reference was made to remembering Ibrahim's sacrifice etc. marks were given. A descriptive response can be linked to the question and made evaluative and relevant. Good to excellent responses were able to evaluate the question asked.

### Question 5

This was again a straight forward question where candidates needed to give the difference in meaning between the three kinds of jihad given in the question. Some gave excellent responses by including correct knowledge with a detailed answer. Those candidates who only answered briefly were unable to obtain the high marks.

In **Part (b)** the issue was again reading and understanding the question. It clearly said in the question that the importance of following the rules of **armed jihad** in modern times was being asked. Many candidates overlooked the word **armed** and went on to write about the importance of jihad. Candidates would benefit on taking their time reading the question and what is being asked of them.

### Conclusion

I would strongly recommend that candidates be encouraged to read and understand the question before attempting it. They should go over past papers and perhaps make mind maps to show what an answer should contain and then work on how they can develop the response with details or evaluation as per the requirement of the part.

# ISLAMIYAT

Paper 2058/22  
Paper 2

## General Comments

The performance of the candidates on this Paper was competent. There were several excellent responses to answers and candidates received high marks, attaining Level 4s. Over all candidates can improve by understanding what is being asked of them, by preparing sufficiently and taking time to read the question they are answering. **Question 2 (a)** best illustrates this point. In **Question 5** the first half of the question was answered better than the second half with candidates benefiting with having a deeper knowledge and understanding of the main features of the Friday sermon. It was noted that many answers regarding the Friday sermon were too vague therefore candidates need to develop a thorough knowledge of the subject. For candidates to achieve high marks **Part (a)** answers need to include detail and development of the core knowledge that will help achieve the top marks. Likewise for **Part (b)** reasoning and evaluation are rewarded. On the whole it was a good effort on the part of the candidates.

## Comments on Specific Questions

### Question 1

Candidates could improve their answers twofold; by studying the Hadith passages thoroughly (and therefore understanding what the passage means) and being able to express views and opinions in an articulate fashion. Candidates who scored high marks did not just paraphrase or breakdown the words of the translation necessarily to write about the teaching of the Hadith (this would not be rewarded with high levels). Those capable candidates were able to understand the passage they were analysing and able to write, in their own words their understanding of the Hadith passage.

Hadith No 18 which was the third Hadith listed in the Question Paper was given the weakest responses by those who attempted it. The teaching is straight forward, it could be said that everything a person is or has is a blessing from God which leaves no room for pride but rather gratitude which in turn leads to humility and so on. Pride is an attribute of God alone and no one has a share in it, those who have pride show arrogance which leads one away from God and His path and Paradise. Hadith 4 again was simply highlighting how simple the religion of Islam is for the believers to follow and how one should practice the pillars and stay away from the forbidden in order to earn God's pleasure and rewards, in this case, Paradise.

**Part (b)** is all about putting the teaching into action. Candidates need to understand that this part of the question is not about the importance of the Hadith but putting the message into action. Some candidates seem to confuse **Part (b)** of **Paper 2** with **Part (b)** of **Paper 1**.

### Question 2

This compulsory question was asking the candidates to expand on the teachings of the Hadiths given in the syllabus which focussed on care in the community. It was important for the candidates to refer to the **set** Hadiths as that was the demand of the question. Many candidates did do that, however, there were candidates who wrote about the Prophets (pbuh) behaviour in the community, some wrote about how the Hadiths expanded upon the teachings of the Qur'an etc. Those who quoted the Hadiths and discussed them or clearly referenced the ones related to care in the community and expanded upon them were the ones that got the high end marks. No marks were deducted for not quoting the Hadiths accurately as it was not a memory test.

In **Part (b)** the candidates had to write about how the teachings of the Prophet (pbuh) could be applied in today's world.

### Question 3

In this optional question candidates needed to write a descriptive account of 'Uthman's policy in expanding and maintaining the caliphate during his reign. Many excellent responses contained a fair account of his military achievements and his administration. Those candidates who were satisfactory but not excellent focussed just (or too much) on the compilation of the Qur'an during his caliphate and the uprising that led to his martyrdom. A well rounded response was being looked for with some points being more developed than others.

In **Part (b)** many candidates gave an account of why the Qur'an was compiled and how it was compiled concluding with how 'Uthman burned the copies which were inaccurate. Candidates who clearly understood the question were able to evaluate whether the criticisms against the caliph for burning the Qur'an were justified or not. Candidates could make the point that these Qur'an's, albeit with certain inaccuracies, contained the word of God and the burning of these Qur'ans made the people angry. Some candidates pointed out that there was no justification for burning the inaccurate copies. Those candidates who simply answered with a descriptive response were unable to attain the higher level marks.

### Question 4

Candidates were expected to write about Muslim belief in prophets. Content, backed up with detail and development was the key to getting high marks. Candidates who noted important information such as they were all men, sinless, of high moral character received high marks. Some candidates were unable to mention any names of prophets or of books revealed to them which lost them top marks.

In **Part (b)** the candidates needed to write about how the message brought by all the prophets was important for Muslims today. Many focussed their answer on the message brought by the Prophet Muhammad (pbuh) only and the teachings of the Qur'an. Such answers earned a mark or two depending on the content but could not get to levels 3 or 4. Answers could have focussed on the teachings of Prophet Muhammad (pbuh) and the Qur'an but not exclusively as the question had a wider scope. The message of all the prophets taught about unity of God, Day of Judgment, accountability, a sound moral code of conduct and hence fostered better relations amongst people of different faiths, taught religious tolerance knowing all revealed faiths were from the same God etc.

### Question 5

There were two aspects to this question. Firstly it asked the candidates to write about the features of Friday congregational prayers and then asked them to list the main features of the Friday sermon. Many got the first part down nicely but for the main features of the sermon had no clear idea except that it was in two parts, or that there was a pause between the two parts. Candidates can improve by making a clear distinction between the two parts of the question. Furthermore, there is no need for candidates to give a description of the prayer being read which was done by some candidates.

**Part (b)** of this question was well attempted by those who chose to answer this question.

### Conclusion

Sound and thorough preparation is the secret to getting a good mark. There can be no short cuts in learning. An important skill to master is understanding the question and answering what is being tested rather than putting down what has been prepared. On the whole a competent effort was displayed.