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Paper 2058/11
Paper 11

Key messages

Answers must be written in clear handwriting, with question parts labelled accurately and in the designated space for the chosen question. Candidates should carefully follow the rubric and answer all parts of the questions. Both of these are especially important when using a continuation booklet if the answer exceeds the space provided.

General comments

Overall, quality of answers was generally good. Lack of details, inaccuracies and selection of irrelevant information were the major factors for low marks in knowledge-based questions. Similarly, a lack of understanding, simplistic argument and incoherent reasoning led to lower marks in understanding-based questions.

Comments on specific questions

Question 1

(a) Candidates were required to select any two passages and describe their themes. Passages (i) and (iii) were popular and successful responses explored several themes such as God's creation, His signs, His entitlement to worship, the creation of humans, and His gracious nature in bestowing knowledge upon humans. Identification of specific themes and further expansion of those themes resulted in successful responses to the question.

(b) Many responses repeated the themes or lessons from the passages selected, with few explanations of their significance in shaping the thoughts and actions of Muslims. Successful responses highlighted how these themes reinforce belief in Tauhid, promote humility, gratitude and make Muslims observant. Many responses needed to develop their explanations more thoroughly in order to achieve higher marks.

Question 2

(a) Overall, this was a well answered question. Many successful responses accurately recounted the events surrounding the first revelation which marked the start of the process of revelation. Furthermore, the timing and occasions of the subsequent revelations was well accounted for and the different modes of revelation and bodily sensations the Prophet (pbuh) experienced. Successful responses earned higher marks when citing examples from the authentic Hadith collections including observations by the Companions of the Prophet (pbuh) during divine revelations. Weaker responses could be improved by including further details beyond the first revelation.

(b) Successful responses to this question included detail about reliability of the Quran since it has remained unchanged for ever. Another significant point was it fosters unity amongst Muslims as all follow the same unchanged book without any amendments. Weaker responses could be improved by including more detailed reasoning and focusing less on general significance of the Quran.

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Question 3

(a) The most successful responses to this question followed the events of the life of the Prophet (pbuh) in a chronological order while highlighting relevant incidents where his close family either supported or gave stiff opposition to his efforts to preach Islam. Personalities such as Abu Talib, Khadija and Abu Lahab were frequently discussed. These responses also quoted their exact words in support or opposition to the Prophet (pbuh). Less successful responses could be improved by focusing less on atrocities faced by the Prophet (pbuh) and Muslims in general and by providing more detailed factual details.

(b) Responses were successful when candidates presented examples from the lives of Muslims emulating Prophet's example of steadfastness in their own lives. Weaker responses tended to provide limited suggestions about being patient and steadfast.

Question 4

(a) There were many successful responses to this question. Stronger responses were clear about each quality and detailed several events from the life of the Prophet (pbuh) which showcased the qualities of honesty and simplicity. The relevance, accuracy and level of detail in these answers were also successful. Less successful responses could be improved by providing further details on the key events from the life of the Prophet (pbuh) and remaining focused on the qualities given in the question, rather than writing about qualities such as forgiveness, which was not relevant.

(b) Candidates engaged well with this question, while many offered suggestions on living with simplicity. Stronger responses analysed whether it is possible to live with simplicity in modern times, given how luxuries have become necessities. These stronger responses also illustrated examples demonstrating how simplicity can still be practiced today.

Question 5

(a) This question was the least popular. Candidates were generally more familiar with the life event of Jafar than Zayd. Jafar's presentation of Muslims in the court of King Negus and his role in the battle of Muta were the main highlights. For Zayd, candidates focused mainly on his role as a scribe and his contribution to the compilation of the Quran. Lower marks were attributed to inaccuracies and lack of detailed content.

(b) Most candidates argued that having reliable information about Islam is essential. However, they presented simple suggestions; very few could offer deeper evaluation or analysis.

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Paper 2058/12
Paper 12

Key messages

Answers must be written in clear handwriting, with question parts labelled accurately and in the designated space for the chosen question. Candidates should carefully follow the rubric and answer all parts of the questions. Both of these are especially important when using a continuation booklet if the answer exceeds the space provided.

General comments

Overall candidates performed well. Performance on AO1 questions was stronger than AO2 questions indicating that development in expressing personal opinions and the ability to analyse and evaluate needs to be improved further. Similarly, to score higher marks in knowledge-based questions it is important to select relevant facts and information, as well as present a balanced response with a succinct background, main body and an appropriate conclusion.

Comments on specific questions

Question 1

(a) Candidates were asked to choose any two passages and present their themes. Weaker responses paraphrased and repeated from the translation, stronger responses explored the specific themes more deeply. For passage (i) God's Lordship, entitlement to worship and His mercy were talked about. Themes such as God's ability to destroy His own creation, human's accountability to God and His role as a just judge were discussed about for passage (ii) while for the third passage, *tawhid*, God's protection against unseen forces were highlighted amongst other themes.

(b) Stronger responses focused on identifying specific themes of the passages selected and demonstrated how their teachings influence the thoughts and actions of Muslims in their day to day lives. Weaker responses tended to provide generic points of significance. Stronger evaluation demonstrated more specific insight when explaining the importance of these themes in a Muslim's life today.

Question 2

(a) This question was successfully answered by the majority of candidates. Stronger responses demonstrated extensive knowledge of all four sources of law and their mutual relationship in law making. Such responses started off with definition of each source, its validity through the Quran or Hadith, followed by sufficient examples to illustrate how these sources work together to formulate new legislation. Weaker responses did not fully include all of these details and focused more on general description with limited examples. These often included general information about the Quran and Sunnah/Hadith with occasional reference to ijma.

(b) Stronger responses clearly explored the validity of the two secondary sources of Islamic law making in the contemporary world. They presented valid arguments to support their position and, in some cases, produced good examples to reinforce their points. However, many responses, after asserting that the two secondary sources were more relevant in contemporary times, moved directly to examples without clarifying their significance, and including depth and critical analysis of the past. Some of these weaker responses only presented a descriptive account of the two sources.

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Question 3

(a) This question was a popular choice. Successful responses presented a balanced account consisting of an adequate background, the circumstances surrounding the Prophet (pbuh) and Abu Bakr's departure, events at the Cave of Thawr and subsequent encounters with different individuals and groups. Less successful responses provided irrelevant or inaccurate information and a lack of detail. Some candidates provided unnecessary detail about the events preceding the migration or examined too deeply into what happened once the Prophet (pbuh) entered Madina.

(b) The question required candidates to focus on specific aspects of the journey and derive lessons from them. While a large majority gave simplistic responses revolving around general significance of the migration, some candidates highlighted specific aspects. For instance, they discussed the Prophet's decision to return valuables entrusted to him by the Makkans, drawing lessons on honesty and integrity displayed even under adverse circumstances.

Question 4

(a) This was the least popular choice. Most candidates attempting this question focused on the Prophet's Last Sermon at Arafah and mentioned events from the illness of the Prophet (pbuh). Successful responses provided a balanced account, thoroughly covering the rites of Hajj as observed by the Prophet (pbuh), quoting key points from his Last Sermon and writing extensively about the events surrounding his departure from the world.

(b) Successful responses displayed a clear understanding of the question by selecting two teachings from the Sermon and explicitly demonstrated their significance for present day Muslims. The most popular choices were women's rights and equality of humankind which were successfully linked to issues in today's world such as racism and ongoing need for more rights for women. However, the majority of candidates only provided general significance of the teachings found in the Last Sermon, without providing specific connection to contemporary issues.

Question 5

(a) Most of the candidates were aware of the circumstances surrounding the Prophet's marriage to Khadijah, including her background and support she provided to him. Her role and the encouragement she offered after the first revelation were also commonly known. Candidates who quoted excerpts from historical accounts of her life, such as how the Prophet (pbuh) praised her or how she offered encouragement after first revelation, elevated answers to the top levels.

(b) Successful responses included two key aspects; first Khadija as a role model for women and wives, demonstrating how to be independent and earn for oneself; second, her example of offering support to husbands during times of trials and tribulations. Less successful responses provided overall lessons.

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Paper 2058/21
Paper 21

Key messages

There is no substitute for hard work and good preparation. Students once well-armed with the knowledge of the subject must be able to assess what the question is asking them for and write detailed yet relevant responses to attain success. Time keeping is essential so they must try to refrain from writing everything they may have learnt about or around a topic of study and respond to the requirement of the question and develop and detail their answer to meet its needs.

General comments

Question 1 was generally well answered by the candidates. Hadiths 17, 6 and 2 were popular. Some misunderstood **Question 2** and instead wrote about the compilation and categories of Hadiths. Instead of writing about the Battle of Siffin in **Question 3,** a few wrote about the Battle of Camel and were unable to get marks as the wrong battle was written about. Surprisingly **Question 4** on how Muslims observe and spend the fast of Ramadan was not popular. Quite a few candidates chose **Question 5** instead but the details of *ghusl* and *tayammum* given in many answers was incomplete.

Part **(b)** overall was well answered by the majority.

Comments on specific questions

Question 1

(a) Hadith 17 though short has a big message that most responses conveyed successfully. Clear understanding was demonstrated that modesty is not only confined to one's dressing but has a broader meaning and encompasses a way of life. For Hadith 6 the simple teaching is that a Muslim must always try to remove evil from society with whatever means are available and condemn it in their heart if correcting it is going to cause turmoil. Once this teaching is understood responses will perhaps not paraphrase it. There was an improvement in answers to this Hadith but more focus could be given on simplifying its teaching to avoid paraphrasing. Hadiths 2 and 16 were related to brotherhood and desiring the best for all members of the community. Clear teachings were given in responses.

(b) Answers to the implementation of Hadiths were generally good.

Question 2

(a) For this Part answer candidates were required to focus upon why it was important for Muslims to know and act upon the Prophet's Hadiths. For the know part of the question, it could have been said that the Hadiths explain the Qur'an, that they expand upon its teachings, where the instruction is not clear the Prophet guides the Muslims. Examples of Hadiths explaining how to perform prayer or give *zakat* could have been given to develop the answer. Also, that Hadiths are a primary source of law making along with the Qur'an. Again, examples were needed to develop the point made. Hadiths guide Muslims in their daily lives as well. On how to live in the community with kindness, and how to treat people, help the secondary sources in formulating law were aspects that could have been covered.

Successful responses covered a range of content given above. They wrote about the role and importance of Hadiths in helping Muslims practice their faith, their place in *sharia* law and usefulness in living a good life based on the sunna of the Prophet (pbuh). Some focused only on

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how they guided Muslims in living a good Muslim life and referred to Hadiths and their teachings to develop their answer.

(b) **Part (b)** explored why it is necessary to classify of Hadiths into categories. Weaker responses tended to misunderstand this when attempting this question and provided a definition of a *Sahih, Hasan* and *Daif* Hadith instead of explaining the importance of classification.

Question 3

(a) This was a battle question asking for the cause and events of the Battle of Siffin. Some weaker responses mixed up the events of Battles of Camel and Siffin. Others wrote an account of the Battle of Camel alone.

Also, when referring to the cause of the battle, it was not necessary to begin a response from the time of the martyrdom of 'Uthman, the election of 'Ali and how Talha and Zubayr sought Aisha's help which led to the Battle of Camel. The events needed to be summarised and an overall picture covering the causes needed to be provided.

The account of the events of the battle itself in weaker responses was brief. Cause, dates, locations, names of commanders, key events and outcome are important to cover in responses to questions focused on battles.

(b) The most important outcome of the battle had to be chosen by candidates who then had to explain their choice. Many chose to write about the Kharijites as the most important outcome and discussed what their emergence did to the unity of Islam and how they harmed 'Ali's caliphate'.

Question 4

(a) There were fewer successful answers to this question. Weaker responses were often too general and brief, sometimes covering the benefits of fasting, which was not the focus of the question. The focus of the question was on how the fast is observed. Responses could have focused on taking *sehri* and *iftar,* the times of these and the *duas* recited. Also, how consciousness of God is to be kept at the forefront of all one does and how the day is spent in his worship and obedience. The *tarawih* prayers, sitting in *itekaf* and searching for the night of *qadr* could have also been provided along with an account of sharing *iftar* with family and friends.

(b) Successful responses were given to this part of the answer. Most candidates were able to provide valid reasons supporting their opinions.

Question 5

(a) Overall, a there were many successful responses seen for this question. A few weaker responses demonstrated that they were unsure of the meaning of the term ritual purity. Some candidates gave a detailed account of the conditions of prayer which were not the focus of this question.

However, the majority of the more successful responses demonstrated a good understanding of what was being asked for and gave strong accounts of how *wudu* is performed. With the details of how *ghusl* and *tayammum* is performed the knowledge was not as strong.

(b) Very good responses were seen to this part of the answer. Most candidates were successful in providing reasons for the importance given to ritual purification.

Conclusion

Overall, candidates performed well in this examination. **Part (a)** questions are testing knowledge and **Part (b)** the understanding of the students of their knowledge. It has been seen that in recent sessions candidates are writing good answers for **Part (b)** questions and are engaging well with the question and can demonstrate their understanding.

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Paper 2058/22
Paper 22

Key messages

Before starting to write an answer, candidates should carefully focus on the requirement of the question. Successful responses require a detailed and well-developed answer with the space provided being an indication of how much needs to be written. Relevancy, accuracy and detail with supporting quotes, where applicable, add to answers and enable candidates to get higher marks.

General comments

In **Question 1**, despite being a popular choice, the teachings of Hadith 20, from the set Hadiths given in the syllabus, were generally not successfully described or explained. Answers to **Question 2** were limited in their detail. The candidates were free to use from any of the twenty set Hadiths given in the syllabus which guide Muslims in their communal conduct. However, the majority of responses only referred to the four set Hadiths given in **Question 1**. For **Part (a)** of **Question 3** some candidates wrote an account of his election and how he consoled the Muslims at the time of the Prophet's passing away which was not relevant to the focus of this question. **Question 4** was challenging in cases where responses could only demonstrate a basic knowledge of key events of the annual pilgrimage. **Question 5** was popular and successfully attempted. **Part (b)** overall was successfully answered by the majority.

Comments on specific questions

Question 1

(a) When giving the teachings of the Hadith, care must be taken to not paraphrase the English translation. Clear understanding of the teachings that the Hadith selected is giving, enables candidates to write relevant, focuses responses. Many when giving the teaching for Hadith 1 explained it by answering **Part (b)** in **Part (a)**. The simple teaching of this Hadith is that sincerity is key to the true practice of Islam. How that sincerity is shown is the answer for **Part (b)**.

Hadith 20 though as said above was very popular with students but was not well explained. Weaker responses focussed on stating that God does not look at our appearances but our deeds, so Muslims must perform good actions. Some marks were given for such responses but the essence of the teaching of this Hadith is that actions, which are seemingly good but done without the right intentions, are meaningless. The teaching of this Hadith is that every good action or deed must have sincere intention of pleasing God to earn rewards.

Hadith 8 has a very simple teaching, answers given to **Part (a)** of this Hadith showed improvement. The simple teaching here is that though the status of a martyr who dies fighting for the cause of Islam in the battlefield is very high, those who die living righteous lives in the way of God and practicing their faith, also are considered as martyrs.

Hadith 11 carries a straightforward teaching of rewarding the ones who care for orphans by proximity to the Prophet (pbuh) in Paradise in the hereafter.

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(b) In this Part answer responses should give examples to show how the Hadith's teachings can be put into action and not explain the Hadith. If the teachings are correctly understood, marks can be easily obtained in this Part. For example, teachings of Hadith 1 can be acted upon by believing in God's Oneness, accepting the finality of the Prophet (pbuh). For Hadith 20, these teachings can be put into action by giving charity to help another or in the name of God not to display one's wealth or generosity. Hadith 8 can be actioned by practicing the Pillars of Islam in daily life staying away from the forbidden and finally, by helping towards the care of orphans. Development and detail of actions would access higher marks.

Question 2

(a) The focus of this question was to use four of the set Hadiths for this answer. Now the set Hadiths are not just the ones selected for **Question 1** but the 20 that are given in the syllabus. The choice of Hadiths made, should have reflected how their teachings help Muslims live in their communal life. Successful responses demonstrated how the teachings and the impact on the community.

The majority of responses used the four Hadiths given in **Question 1** only. Responses were not penalised for this but to get beyond a satisfactory mark they needed to not simply give the teachings of the four Hadiths as they did in **Part (a)** of **Question 1** but refer to the benefits they brought to the individual and their community. Many successful responses were seen to this question. Less successful responses recounted the teachings without linking these back to the focus of the question.

Candidates should be prepared to answer a **Question 2** question set on Hadiths differently to the way they respond to them in **Question 1**. This is not the first time a **Question 2** has been set on the usefulness or impact of Hadiths so candidates should be familiar with how they respond to such a question.

(b) **Part (b)** was a straightforward question on the benefits of preserving Prophetic Hadiths and was answered well.

Question 3

(a) This was a popular question attempted by many candidates. Key accomplishments of Abu Bakr as caliph could cover a wide scope of achievements like the sending off the Syrian expedition under Usama, subduing the *Ridda* movement, compiling the Qur'an, stabilising the Islamic community, continuing with the policies of the Prophet (pbuh), laying the foundation of a democratic state, imposing Islamic law, defending Islam, and expanding Islamic territory.

A majority of responses gave an account of how Abu Bakr defeated the tribes who refused to pay *zakat*, defeated the false prophets and supervised the compilation of the Qur'an. Another focus was his battles with the Persians and Byzantines.

Successful responses covered the range of accomplishments that are credited to him which also included his administration. Depending on what was given in answers and the development of the answer marks were awarded. It must be noted that there was no need to write about his election in any detail in this Part answer as that was not the focus of the question.

(b) Many successful responses were seen to this **Part (b)** question which was asking for reasons for Abu Bakr's selection as the first caliph not an account of the election itself. Weaker responses wrote in detail about the election and missed the focus question.

Question 4

(a) The key focus when responding to this question is that the rites performed on each of the five days of *hajj*. Weaker responses tended to mix up the rites performed on the different days or which location a pilgrim gets to on which day. At times, these responses provided the sequence inaccurately. Sometimes specific rites were missed out altogether. Marks were never taken off for inaccuracies but were awarded for what was accurate.

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(b) Overall, there were many successful responses seen to this question. Here weaker responses recounted in detail the story of Ibrahim (AS). A successful answer had to reflect thorough understanding. For example, it could have been said that sacrifice is obligatory on this day on those pilgrims performing *Hajj Qiran* or *Tamattu.* That it shows willingness on the part of Muslims to spend in the way of Allah and sacrifice.

Question 5

(a) A very popular question well attempted by candidates in which they wrote clearly about *tawhid* and its aspects. Oneness of God's Lordship was very well answered by all. The other two aspects were not as detailed as the first.

(b) **Part (b)** was a straightforward question that saw many successful responses.

Conclusion

It is important that candidates understand that prepared set answers cannot always be included. They need to gain the knowledge and adapt it to the requirement of the question to do well in the examination.

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