Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- **Digital mocks service**
- **Insight assessments**
- **Professional development**
  - Focus on assessment
  - Online marking workshops

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Paper 2058/11
Paper 1

Key messages

What candidates did well
- Most candidates demonstrated detailed factual knowledge.
- Candidates produced essay length responses for **part (a)**, covering the background, main event and aftermath in a coherent structure.
- Candidates selected relevant and accurate information in line with the question's demand.
- Candidates engaged well with **part (b)** questions through developed argument and exemplification.

What candidates needed to improve
- Responses need to balance time across all parts of a response, as too much emphasis on one part results in missing details in other parts of an answer.
- **Part (b)** questions would benefit from close attention to the specific demands of the question, as many candidates address general Muslim conduct rather than the particular focus being asked about.

Comments on specific questions

Question 1

(a) Comprehensive responses
- Candidates identified the umbrella theme and then highlighted the distinctive themes present in the selected passage.
- Several themes were presented in a comprehensive way.
- Some themes were supported with quotes.
- Some candidates elaborated on themes by explaining the meaning of individual words and phrases from the passages such as 'Ahad', 'Samad' and 'Compassionate'.

Limited responses
- Some candidates spent time on background information, which did not contribute to the question's demands, such as:
  - Name of the sura.
  - Meaning of its name.
  - Number of verses.
  - Reason for its revelation.
  - Its historical significance.
- Some candidates paraphrased the passage rather than identifying distinct themes.
- Some candidates moved from one theme to another without any elaboration or development.
- Some candidates introduced themes from other passages or suras rather than focusing on the selected passages.

(b) Comprehensive responses
- Many candidates selected specific themes and shared their significance in the lives of Muslims. Some of the points included, strengthening Muslim belief in Tawhid, encouraging Muslims to turn to God, drawing on God's mercy and compassion and taking responsibility for His creation.
- Significance related to the belief system of Muslims, their day to day lives and behaviours.
- Several points of significance were shared for each passage.

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Limited responses
- Most candidates offered simplistic explanation about what Muslims should or should not do.
- Significance was generic and could apply to any passage.
- Many candidates repeated the themes or teachings.

Question 2

(a) **Comprehensive responses**
- Candidates understood the question's demands well and selected relevant information covering the Qur'an and other three sources of Islamic law.
- For each source, candidates provided a generally acceptable definition, authority from the Qur'an or Sunna and some general principles.
- Most candidates selected precise examples from the past and present to show how Islamic law is developed by combining the Qur'an with the Hadith or the secondary sources.

Limited responses
- Some candidates provided a general commentary, particularly on the Qur'an and the Hadith.
- Some candidates omitted elements from the definition, authority, or general characteristics of each source or provided few examples.
- Some candidates confused different sources, such as *ijma'* with *qiyas*.
- Some candidates presented examples that were incorrect or did not match the source under discussion.

(b) **Comprehensive responses**
- Many candidates engaged with the question by taking a clear stance about the extent to which sources of Islamic law make it easier for Muslims to practice Islam.
- Many candidates focused on *ijma'* and *qiyas* to demonstrate the flexibility and ease of practice.
- Some candidates argued about the fixed nature of Islamic law with reference to the unchangeable nature of the Qur'an and the Hadith.
- Many candidates drew on examples of IVF permissibility and social distancing in mosques during the COVID-19 pandemic to illustrate the flexibility of Islamic law.

Limited responses
- Some candidates repeated the descriptive information given in **part (a)** and talked about working of all four sources rather than taking a stance.
- Many candidates presented a stance without supporting it with coherent arguments.
- Some candidates addressed the definition and application of *ijma'* and *qiyas* rather than engaging with the specific demands of the question.

Question 3

(a) **Comprehensive responses**
- Many candidates chose two distinctive qualities of the Prophet (pbuh) such as honesty, forgiveness or humbleness.
- Several accurate and detailed examples from the life of the Prophet (pbuh) were presented for each quality.

Limited responses
- Many candidates presented few events from the life of the Prophet (pbuh) to demonstrate each quality.
- Some candidates merged different qualities.
- Some candidates discussed more than two qualities, moving beyond the scope of the question.
- A few candidates presented events that could not be verified through historical accounts.

(b) **Comprehensive responses**
- Some candidates took a clear stance on whether the Prophet's code of conduct can be fully followed today supported by substantial arguments.

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- Many candidates presented examples of how Muslims in the present world can imitate the Prophet's behaviour.

Limited responses

- Most candidates addressed how Muslims can follow the Prophet's example without taking a stance on the extent to which this is possible.
- Many candidates made simplistic statements about how Muslims should be honest, humble and patient without specifying if there are any limitations or conditions to following these qualities today.

Question 4

(a) Comprehensive responses

- Most candidates provided a detailed and comprehensive account of the battle.
- The main cause, preparation, and actual events of the battlefield were covered well.
- Candidates included specific information about the tribes involved and the roles of key personalities such as *Salman*, '*Ali*, *Ikrama bin Abi Jahl*, *Nuayam ibn Masud*.
- Some candidates were able to support their answers with references from the Qur'an.

Limited responses

- Some candidates provided brief answers, missing most of the detail expected.
- Some candidates presented accounts with repeated inaccuracies in the description of the event.

(b) Comprehensive responses

- Some candidates drew thoughtful lessons from the Prophet's conduct in this battle such as taking advice from others, leading from the front and employing tactful strategies.
- The lessons were clearly applied to the lives of Muslims today.
- Many candidates presented examples from modern times where these lessons could be applied.

Limited responses

- Some candidates identified only one lesson from the battle.
- A few candidates identified general lessons, such as belief in God and working hard, without linking them to specific events in the battle.

Question 5

(a) Comprehensive responses

- Many candidates provided a comprehensive account of the lives of Abu Talib and Abu Sufyan covering most events where they engaged with the Prophet (pbuh).
- The information presented was highly accurate and detailed.

Limited responses

- Some candidates presented only a few facts from the lives of Abu Talib and Abu Sufyan.
- A few candidates omitted Abu Sufyan from their answers, while some confused him with other personalities.
- Some candidates provided brief accounts, while others included numerous inaccuracies in their accounts.

(b) Comprehensive responses

- Some candidates identified relevant lessons about interfaith cooperation and harmony from the lives of both personalities.
- Many candidates presented examples from the everyday lives of Muslims of how to engage with non-Muslims relatives or non-Muslims who show goodwill towards Muslims.

Limited responses

- Some candidates presented lessons not specific to the two personalities or their interaction with the Prophet (pbuh), such as general guidance on treating everyone well.
- Some candidates identified lessons without developing or expanding on them further.

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Paper 2058/12
Paper 1

Key messages

What candidates did well
- Most candidates demonstrated detailed factual knowledge.
- Candidates produced essay-length responses for **part (a)**, covering the background, main event and aftermath in a coherent structure.
- Candidates selected relevant and accurate information that addressed the question's demand.
- Candidates engaged well with **part (b)** questions through developed argument and exemplification.

What candidates needed to improve
- Candidates would benefit from balancing time across all parts of a response so that each part includes sufficient detail.
- **Part (b)** questions would benefit from close attention to the specific demands of the question, as many candidates addressed general Muslim conduct rather than the specific focus of the question.

Comments on specific questions

Question 1

(a) Comprehensive responses
- Most candidates identified the umbrella theme and highlighted distinct themes present in the passage selected.
- Several themes were presented and expressed in a comprehensive way.
- Some themes were supported with quotes.

Limited responses
- Some candidates spent a lot of time on background information which did not contribute to the question's demand, such as:
  - Name of the sura.
  - Meaning of its name.
  - Number of verses.
  - Reason for its revelation.
  - Its historical significance.
- Other issues included:
  - Paraphrasing the passages.
  - Moving from one theme to another without elaboration.
  - Conflating themes from other passages or suras.

(b) Comprehensive responses
- Many candidates selected specific themes and explained their significance in the lives of Muslims. Examples included developing humility, recognising the importance of education, awareness of the Last Day and God's accountability, and strengthening belief in the prophets and God's support in times of hardship.
- Candidates related the significance to the belief system of Muslims and to their day-to-day lives and behaviours.
- Several points of significance were shared for each passage.

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Limited responses
- Most candidates offered simplistic explanations of what Muslims should or should not do.
- The significance identified was often generic and could apply to any passage.
- Some candidates repeated the themes or teachings instead of explaining their significance.

Question 2

(a) Comprehensive responses
- Many candidates understood the question's demands well.
- Most candidates selected relevant information by choosing the Qur'an and any two of the other three sources of Islamic law.
- For each source, candidates included its generally accepted definition, authority from the Qur'an or Sunna, and general principles relating to that source.
- Several accurate examples of lawmaking using each source were given, many supported by appropriate quotations from the sources of authority.

Limited responses
- Some candidates gave a general commentary on the Qur'an and Hadith.
- Some responses omitted elements of the definition, authority or general characteristics of each source.
- Many candidates gave few examples of the use of each source in lawmaking.
- Some examples were either incorrect or did not match the source under discussion.
- Some candidates confused different sources, such as *ijma'* with *qiyas*.

(b) Comprehensive responses
- Most candidates understood the question's demand.
- Many candidates gave a verdict on the extent of the adaptability of Islamic law.
- Candidates supported their verdict with appropriate arguments.
- Some candidates presented examples to support their viewpoint.

Limited responses
- Most candidates presented a generic discussion about the sources of Islamic law.
- Some candidates explained how different sources are used to formulate Islamic law.
- A few candidates stated that Islamic law is adaptable without supporting their view with appropriate arguments.

Question 3

(a) Comprehensive responses
- Many candidates selected and presented relevant information in a coherent manner.
- Most candidates chose three instances of the Prophet's interaction with Makkans.
- Each event included a brief cause or background, main events and conclusion.
- Specialist information such as numbers, names, roles and quotations from historical accounts of the events were included.

Limited responses
- Some candidates focused on one or two events rather than three.
- Many candidates provided a brief summary of each event without detail.
- Some candidates covered the background information and causes of an individual event in detail without addressing the main events or conclusion.
- Some candidates selected events outside the scope of the question or presented inaccurate information.

(b) Comprehensive responses
- Some candidates referred to events from the life of the Prophet (pbuh) and drew varied lessons such as perseverance, patience and diplomacy.
- Candidates explained how the principles deduced applied to Muslims today.
- Some candidates gave examples to support their evaluation.

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Limited responses

- Many candidates gave answers not specific to the question, focusing on general Muslim conduct.
- Some candidates gave factual answers focusing on what the Prophet (pbuh) did rather than drawing lessons from his actions.
- Many candidates drew lessons from the lives of early Muslims instead of the Prophet's interactions with his opponents.

Question 4

(a) Comprehensive responses

- Many candidates gave a full account of the background and reasons for the migration.
- Chronology was accurate and coherent.
- Specific details such as numbers in each migration, important names and roles were included.
- Most candidates accurately referenced quotations from the historical accounts, such as the Makkan delegates' demands, Jaffar's speech and the reaction of the King Negus.

Limited responses

- Many candidates missed important elements and aspects of the migration.
- Some candidates confused the sequence of the two consecutive migrations.
- A few candidates provided no references such as Jaffar's speech or Qur'anic verses supporting the migration.
- Many candidates presented accounts which had numerous inaccuracies.

(b) Comprehensive responses

- Many candidates drew relevant lessons from the migration such as moving away from oppression, being just and fair and welcoming those seeking refuge, with clear reference to the specific aspects of the migration the lessons were drawn from.
- Candidates demonstrated how the lessons learned could be acted upon by Muslims today.
- Some candidates supported their chosen lessons with practical examples of application in the lives of Muslims.

Limited responses

- Some candidates identified a single lesson such as moving away from a place of oppression without expanding the point or presenting any other lesson.
- Many candidates gave lessons not specific to the migration, which could apply to any event in the early history of Islam.

Question 5

(a) Comprehensive responses

- Most candidates covered both personalities in their answers.
- Candidates followed a coherent structure covering the background of each personality, their interaction with Muslims before conversion to Islam, their conversion story and their roles in key events in the life of the Prophet (pbuh).
- Many candidates supported their answers with excerpts from historical accounts related to the two personalities.

Limited responses

- Some candidates omitted important facts from the lives of the two personalities.
- A few candidates gave descriptions that had numerous inaccuracies.
- Some candidates confused the life events of Omer and Khalid with those of other personalities.
- Many candidates included details of the two personalities' roles during the Rightly Guided Caliphs era which fell outside the scope of the question.

(b) Comprehensive responses

- Some candidates drew lessons from the conversion stories of both personalities and explained how those lessons apply to Muslims today.
- Many candidates gave examples of how the lessons could be applied in the day-to-day lives of Muslims.

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Limited responses

- Many candidates drew lessons from the overall lives of the companions rather than their conversion stories.
- Many candidates identified lessons without explaining how they could be applied to Muslims today.

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Paper 2058/21
Paper 2

Key messages

What candidates did well
- Candidates demonstrated a sound knowledge of many areas of the syllabus and addressed the requirements of most questions.
- Many responses included relevant examples from the Qur'an, Hadith and the life of the Prophet (pbuh) to support explanations.
- Responses to **Questions 3** and **5** generally showed a good understanding of the topics.
- Many candidates organised their responses clearly, making their answers easy to follow.

What candidates needed to improve
- Candidates would benefit from developing explanations in greater detail to address the focus of each question more fully.
- Candidates, when answering **Question 1**, should clearly identify the Hadith selected.
- **Part (b)** responses to **Question 1** should focus on how the teachings given in **part (a)** can be implemented in everyday life rather than repeating the teachings from **part (a)**.
- Candidates would benefit from presenting responses in a clear structure that addresses each part of the question in turn.

Comments on specific questions

Question 1

(a) Comprehensive responses
- Comprehensive responses explained the teachings contained within the selected Hadith and related them directly to the wording of the Hadith.
- Relevant examples and supporting references were included where appropriate.

Limited responses
- Limited responses paraphrased the Hadith rather than explaining its teachings.
- Some responses described practical actions instead of explaining the teachings contained within the Hadith.
- Teachings given should be specific to the Hadith selected and not combined with teachings of other Hadiths which may have a crossover in teachings.

(b) Comprehensive responses
- Comprehensive responses explained how the teachings of the selected Hadith could be applied in everyday life.
- Relevant examples from the life of the Prophet (pbuh) and his Companions, as well as from the present day, were used to support explanations.

Limited responses
- Limited responses repeated points from **part (a)** instead of explaining how the teachings could be applied in everyday life.
- Practical examples were included with limited explanation.

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Question 2

(a) **Comprehensive responses**

- Comprehensive responses selected appropriate Hadiths from the prescribed set and explained their teachings clearly.
- The selected Hadiths were identified clearly, and the response remained focused on teachings throughout, bringing out the effects of the teachings on a Muslim's personal life. Some responses also explained how society was positively impacted.

Limited responses

- Limited responses referred to Hadiths outside the prescribed set or did not identify clearly the Hadiths selected.
- Some responses included general points that could apply to more than one Hadith, making it unclear which Hadith was being referred to.

(b) **Comprehensive responses**

- Comprehensive responses explained why the compilation of Hadith was important for preserving the teachings and practices of the Prophet (pbuh).
- Responses supported explanations with relevant examples, such as the role of Hadith in explaining the Qur'an, providing guidance on matters of faith and practice, and safeguarding the sunnah for future generations.

Limited responses

- Limited responses gave a narrow range of points, often explaining only one reason for the importance of Hadith compilation and omitting other significant aspects.
- Explanations would benefit from further development.

Question 3

(a) **Comprehensive responses**

- Comprehensive responses explained several issues faced by 'Uthman during the latter part of his caliphate and supported these with relevant historical detail.
- Responses remained focused on the period identified in the question.

Limited responses

- Limited responses concentrated mainly on the martyrdom or the final months of the caliphate.
- Some responses included only brief descriptions of the wider issues faced during this period.

(b) **Comprehensive responses**

- Comprehensive responses explained what 'Uthman's refusal to call the military revealed about his character, such as his belief in Allah's decree (*Qadr*), his determination to avoid the shedding of Muslim blood, and his peace-loving and patient nature.
- Responses supported explanations with relevant references to the circumstances surrounding the siege and remained focused on what his actions revealed about his character.

Limited responses

- Limited responses described 'Uthman's general qualities or achievements rather than explaining what his refusal to call the military revealed about his character.
- Responses often focused on only one aspect of his character or needed further development of the reasons behind his decision.

Question 4

(a) **Comprehensive responses**

- Comprehensive responses explained both parts of the Shahada and their importance, maintaining a balanced discussion throughout the response.
- Responses supported explanations with relevant examples and remained focused on the significance of each part of the declaration of faith.

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Limited responses

- Limited responses explained the two parts of the Shahada but gave limited attention to their importance.
- Responses would benefit from a more balanced discussion, with sufficient development of both parts of the Shahada and their importance.

(b) Comprehensive responses

- Comprehensive responses explained why belief in Allah is intrinsically linked to belief in the Prophethood of Muhammad (pbuh), supporting explanations with relevant examples or references.
- Responses remained focused on explaining the relationship between the two beliefs and addressed the wording of the question throughout.

Limited responses

- Limited responses described belief in Allah or the Prophethood of Muhammad (pbuh) separately, with little explanation of the connection between them.
- Some responses wrote about belief in all prophets in general rather than focusing specifically on why belief in Allah is connected to belief in the Prophethood of Muhammad (pbuh).
- Explanations would benefit from further development to address the specific focus of the question.

Question 5

(a) Comprehensive responses

- Comprehensive responses accurately described how the adhan was introduced during the lifetime of the Prophet (pbuh), including the role of the Companions in its establishment.
- Responses explained the conditions that must be fulfilled before salah, such as purification, appropriate dress, intention, the correct time, facing the qiblah, and a suitable place for prayer.

Limited responses

- Limited responses gave incomplete or inaccurate accounts of how the adhan was introduced.
- Responses often focused mainly on wudu, with limited reference to the other conditions that must be met before salah.

(b) Comprehensive responses

- Comprehensive responses explained the significance of the words of the adhan, showing how they affirm key Islamic beliefs, including the Oneness of Allah, the Prophethood of Muhammad (pbuh), and the importance of salah.
- Responses remained focused on the significance of the words of the adhan.

Limited responses

- Many responses focused mainly on the purpose of the adhan, such as calling Muslims to prayer, with limited discussion of the meaning and importance of its words.
- Some responses described the adhan or translated its words without explaining their significance.
- Responses would benefit from further development of the meanings and importance conveyed by the words of the adhan.

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Paper 2058/22
Paper 2

Key messages

What candidates did well

- The paper was accessible to candidates across the full ability range, with most demonstrating a sound understanding of the question requirements.
- Most candidates demonstrated secure knowledge of the syllabus content in the **part (a)** questions.
- In **part (b)** responses, more candidates moved beyond simple assertions to provide explanation and evaluation.
- **Questions 3** and **4** proved to be the most popular optional questions, with **Question 4** resulting in the strongest overall performance.

What candidates needed to improve

- Candidates should develop their answers in greater depth and with greater precision to access the higher levels of the mark scheme.
- Although candidates often possessed relevant knowledge, further development of their points would have enabled them to produce more comprehensive responses.
- Greater attention should be paid to the precise wording of questions, particularly where candidates are required to distinguish between teachings and actions, or between description, explanation and evaluation.
- Candidates should continue to improve their examination technique by ensuring that each part of the question is addressed directly.

Comments on specific questions

Question 1

(a) Comprehensive responses

- Comprehensive responses explained the teachings contained in the prescribed Hadiths rather than simply paraphrasing them.
- Responses clearly distinguished between the teachings of the Hadiths and the actions Muslims should perform.
- Relevant supporting references were used effectively where appropriate.

Limited responses

- Limited responses paraphrased the Hadiths rather than explaining their teachings.
- Some responses confused the teachings of the Hadiths with the actions Muslims should perform.
- Responses would benefit from focusing more closely on the specific teachings contained in the selected Hadith.

(b) Comprehensive responses

- Comprehensive responses explained how the teachings of the selected Hadith could be applied in everyday life and supported explanations with relevant practical examples.
- Responses often referred appropriately to incidents from the life of the Prophet (pbuh) and his Companions to illustrate implementation.

Limited responses

- Limited responses repeated the teachings explained in **part (a)** rather than showing how they could be applied.
- Practical examples were often insufficiently explained or developed.

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Question 2

(a) **Comprehensive responses**

- Comprehensive responses accurately explained the authentication procedures applied to both the isnad and the matn and gave the rules of isnad and matn.
- Responses used appropriate technical terminology correctly.
- Strong responses explained the classifications of Sahih, hasan, da'if and mawdu' accurately.

Limited responses

- Explanations of the authentication checks applied to the matn were often underdeveloped.
- Some responses confused the classifications of Sahih, hasan, da'if and mawdu' with other forms of Hadith categorisation, such as Ahad and Mutawatir, Hadith Qudsi and Nabawi, or Musnad and Musannaf which were credited when used as relevant development.

(b) **Comprehensive responses**

- Comprehensive responses explained the importance of Hadith classification for preserving the sunnah, establishing Islamic law and supporting ijma' and qiyas.
- Responses remained focused on the purpose and significance of classification throughout.

Limited responses

- Limited responses listed reasons with little explanation or development.
- Some responses described different classifications of Hadith rather than explaining the importance of classification.

Question 3

(a) **Comprehensive responses**

- Comprehensive responses described the martyrdoms accurately and included relevant historical detail.
- Comprehensive responses identified the key individuals involved and remained focused on the martyrdoms themselves.

Limited responses

- Limited responses devoted excessive attention to the political background and causes rather than the martyrdoms.
- Hazrat Ali's (RA) martyrdom was frequently described in less detail than the other two.

(b) **Comprehensive responses**

- Comprehensive responses evaluated the impact of the selected martyrdom on the Muslim community and supported explanations with relevant historical examples.
- Responses remained focused on the significance of the martyrdom throughout.

Limited responses

- Limited responses focused mainly on the Caliph's achievements or personal qualities rather than evaluating the impact of the martyrdom.
- Explanations would benefit from further development of the consequences for the Muslim community.

Question 4

(a) **Comprehensive responses**

- Comprehensive responses accurately distinguished between Tawhid al-Rububiyyah, Tawhid al-Uluhiyyah and Tawhid al-Asma wa al-Sifat.
- Responses were clearly organised and addressed all three categories required by the question.

Limited responses

- Limited responses discussed tawhid only in general terms.
- Some responses focused on wider Islamic beliefs rather than explaining the three categories of tawhid.

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(b) **Comprehensive responses**

- Comprehensive responses explained why tawhid is regarded as the foundation of Islam, supporting explanations with relevant examples.
- Responses explained how tawhid underpins the shahada, the Pillars of Islam and the Articles of Faith.

Limited responses

- Limited responses explained the importance of tawhid in general, with further development needed to address why it is regarded as the foundation of Islam.
- Responses would benefit from developing explanations that focused more closely on the wording of the question.

Question 5

(a) **Comprehensive responses**

- Comprehensive responses described both Eid festivals fully, including their religious significance as well as their social and celebratory aspects.
- Responses included key details, such as zakat al-Fitr, preparations before the Eid prayer and the Eid prayer itself where appropriate.

Limited responses

- Limited responses focused mainly on the social and celebratory aspects of the festivals, with limited reference to their religious significance.
- Important aspects such as zakat al-Fitr, preparations before the Eid prayer and details of the Eid prayer were frequently omitted.
- Some responses devoted excessive attention to the story of Prophet Ibrahim (AS) rather than describing the celebration of Eid al-Adha.

(b) **Comprehensive responses**

- Comprehensive responses explained the religious and communal importance of the Eid festivals, supporting explanations with relevant examples.
- Responses explained how Eid promotes unity, gratitude, charity, brotherhood and social cohesion within the Muslim community.

Limited responses

- Limited responses focused mainly on celebration and family gatherings, with limited evaluation of the wider religious and communal significance of the festivals.
- Responses would benefit from further development of the religious importance of Eid beyond its social aspects.

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