

ISLAMIYAT

Paper 2058/11
Paper 1

Key messages

- Candidates should read questions carefully and ensure they answer the question (and not misinterpret what is being asked of them)
- Candidates should move away from descriptive answers for part **(b)** questions
- For higher marks, answers should contain detail and depth related to the question asked, and not just general outlines of the main points.

General comments

There were generally no rubric mistakes with candidates attempting two compulsory and two elective questions, answering both parts of the question.

Candidates did better on evaluative questions overall, making successful attempts of evaluating and reasoning, showing good understanding of the questions. While many excellent responses, with a great deal of highly accurate information, were seen in part **(a)**, a number of candidates produced rather generalised responses with limited knowledge

Comments on specific questions

Question 1

Section A

Some excellent answers, discussing themes of the passage 114, with candidates writing about relationship of God with his creature, his supreme nature and omnipotence that rules over and provides for his creatures as well as protects them from evil. Passage 108 talked about God's special blessings for his selected people, assurance of success of their missions and promise of immense rewards for their devotion as well as destruction of their enemies. Similarly, for 5:110, themes of God's special assistance to the prophets, in the form of granting of miracles, conferment of special knowledge and wisdom along with divine protection were discussed.

Some candidates emphasised too much on abstract things such as, what the devil is, how it works or what is meant by Kuther or what miracles were given to Jesus. The main objective of the question is to discuss the underlying theme or concept, any discussion other than the theme renders the response irrelevant unless it is linked to the actual theme.

Candidates, in large numbers talked about the background of the Sura in too much detail with some paraphrasing hence only getting to satisfactory level. Though the background/cause of revelation of some suras is important, it should not be too detailed; main emphasis should be on the themes.

- (b)** The question asked candidates to tell the importance of the themes in present-day lives of Muslims. Many candidates successfully demonstrated the importance of the themes by showing how God's protection can be sought against any evil, strengthening belief in God and His help. Candidates wrote about theme of Sura Kauther giving hope to the Muslims who are oppressed and mocked, reassuring them that God's help is not far, encouraging them to face difficulties with the belief in God's assistance hence strengthening their relationship with their creator and making them patient and humble.

Although many candidates were able to evaluate, a large number of candidates repeated the themes in part (b) or merely talked about what Muslims should or should not do, getting them to satisfactory level only. The most popular line was “it strengthens Muslim’s belief in God”, without any elaboration on how or why or telling about its impact on the lives of Muslims. Similarly, for Sura 5:110, candidates could have mentioned about it strengthening belief in prophets which is an important tenet of Islam.

Question 2

- (a) The question asked candidates to give an account of ways in which revelations came to the Prophet, giving examples. Excellent answers wrote about different forms in which Gabriel brought revelations, giving details of first revelation as an example of interaction between Prophet (PBUH) and the arch angel. They further narrated the personal experience of the Prophet (PBUH), his physical condition and bodily sensations he felt, quoting Hadith by Ayesha and Zaid bin Thabith, detailing physical changes that prophet (PBUH) went through when revelation came upon him. Candidates also discussed revelations coming according to the circumstances of Prophet (PBUH) and Muslims in general, such as giving examples of Suras revealed to console Prophet (PBUH) or content and subject matter changing according to changing social and political conditions.

Good answers gave some details of first revelation and talked about how Gabriel brought messages in an original form, in human form and sometimes revealing them while the Prophet (PBUH) was asleep. Bodily changes felt by the Prophet (PBUH) were also discussed without giving specific quotes.

Answers that focused too much on first revelation, giving unnecessary details about events surrounding the first revelation were not very relevant and therefore did not achieve high marks. Therefore relevancy and details took the answers to the highest levels in this question.

- (b) Candidates, in large numbers, read the first part of the question and started writing about benefits of memorising the Qur’an after spotting the word “memorise”. The question was about benefits of reading the Qur’an in Arabic as a large majority of the Muslims do not know Arabic language.

Good answers talked about the rewards of reading the Qur’an, emphasis laid down upon the reading of the Qur’an, by the Prophet (PBUH) or the fact that reading in Arabic ensures originality of the message while translations into other languages can distort the meanings.

Many talked about general benefits of reading or memorising the Qur’an.

Question 3

- (a) Candidates were asked to narrate experience of the Prophet (PBUH) in the caves of Hira and Thaur. Excellent answers kept their focus on the events that took place inside the caves hence talked about Prophet (PBUH) retreating to Cave Hira, his first encounter with Gabriel, his reaction and response to that extraordinary experience. Candidates also talked about events that took place inside the cave of Thaur, giving precise details of the way Abu Baker and his family supported and looked after the Prophet (PBUH) as well as the miracles that took place, quoting relevant Qur’an verses. The more relevant, accurate and detailed descriptions were, the higher marks were achieved.

Good answers narrated both the events with considerable detail. Some candidates gave information that was too generic while the less able answers gave a lot of irrelevant details, wrongly emphasising too much on events before Prophet (PBUH) entered cave of Thaur or the events after they came out of the cave.

When a question asks for description of different events, rather than narrating one single event, relevancy of the facts and information along with detail and balance in the reply, becomes very important.

- (b) Some excellent answers talked about miracles that took place in the cave of Thaur proving God’s omnipotence to the Prophet (PBUH) and that He is the greatest planner, strengthening the relationship of Prophet (PBUH) with God. Good answers also demonstrated the support and proving to the Prophet (PBUH) that what is decreed by God, can not be changed by humans, on the other hand, a large number of candidates struggled to understand the question hence kept on

talking about lessons learnt by the Prophet (PBUH) or the events that took place, without attempting to show the link between the two.

Question 4

- (a) The cruelties and opposition faced by the Prophet (PBUH) in Makkah were to be elaborated in response to this question. Some excellent, detailed answers were seen that focused solely on the opposition faced by the Prophet (PBUH), giving minute details about rejection of the faith professed by him, initially by his clan Banu Hashim and then by Quraysh in general.

Some good responses went into detail about some of the main events. Other candidates gave a lengthy background, writing extensively about beginning of preaching of Islam, going in detail about event of first open preaching but omitting harsh response of the Quraysh in general and abu Lahab in particular, which was the main relevant part.

Responses which could have been improved upon wrote about persecution of Muslims instead of the Prophet (PBUH) or gave vague information about some events. Some candidates wrote notes on history of early days of Islam, telling about gradual preaching of Islam to family, clan and then whole of Makkah including details of early converts rather than focusing on actual question.

- (b) The question was answered very well by a large majority; good reasoning with some strong examples were seen. The candidates talked about financial causes such as the Quraysh fearing losing the money coming from pilgrims or security to their caravans offered to them as custodian of Kaba as the main reason. Other causes included their stubbornness or detestation of Islamic teachings of equality and prohibition of social vices.

Some candidates wrote about the behaviour of the Quraysh in general without telling how or why it caused them to oppose the message of Islam.

Question 5

- (a) The question was a popular choice, asking the candidates to give an account of the lives of the two wives of the Prophet (PBUH), during his life time.

Excellent answers kept all focus on the lives of Ayeash and Hafsa during the lifetime of the Prophet (PBUH), chronologically following events of Ayesa's childhood, their marriage to the Prophet (PBUH) and the details of their lives while Prophet (PBUH) was alive. Candidates who gave details such as verses related to dry ablution revealed after an incident involving Ayesha or her expertise in the fields of medicine, poetry, Arabic language and her relations with other wives and her frank and loving interaction with the Prophet (PBUH) as well as the controversy that involved her, got higher marks.

Many candidates ignored the fact that the question specified, 'during the lifetime of Prophet (PBUH)' so they talked about Ayesha's services in the field of Hadith and Hafsa's role in the compilation of Qur'an.

- (b) Satisfactory answers wrote about importance of education and that women should be allowed the right to education or wrote long descriptive notes on services of Ayesha and Hafsa in the field of education whereas the question specifically asked what present-day Muslims can learn about girl's education. Such candidates, after giving a long description, towards the very end, gave their evaluation in a single line usually saying, 'hence all women should also be encouraged to get education'.

In contrast, good answers fully focused on the issues of girl's education in the contemporary Muslim societies with some candidates writing about the very high numbers of girls out of school and emphasised on encouraging people to send girls to school using examples of the wives of the Prophet (PBUH) while some specifically wrote that it gives message to Muslim *Umma* that girl's education is not contrary to Islam rather in full conformity with it and that it teaches Muslims to allow women to pursue professional careers as well.

ISLAMIYAT

Paper 2058/12
Paper 1

Key messages

- Understanding of question is of utmost importance for both **(a)** and **(b)** parts hence ample practice should be given, in the classroom, to ensure that candidates try to understand what exactly is being asked rather than answering hastily
- The objective of the learning should be to consider whether all the information learnt is relevant or not; ability to select highly accurate and relevant information and make it into a well-developed response, is a key skill that should be developed
- For evaluative questions, emphasis should be laid upon reasoning and discussion rather than description.

General comments

Overall, candidates did well on all the questions, attempting both compulsory questions and two optional questions. The quality of the response varied, with a large majority performing satisfactorily. Where candidates did well, a clear understanding of question's demand was highly visible along with great depth and details with references from sources of authority in **(a)** parts while in **(b)** part too, good attempts to reason with exemplification was seen.

However, many candidates seemed to struggle in comprehending the question itself while others were emphasising on information that was not very relevant to the question asked. An important aspect observed is putting major focus on teaching and learning information that only deals with **(a)** parts of the question while totally ignoring **(b)** parts, consequently many candidates wrote small essays in response to evaluative question whereas they were just supposed to give reasons and discuss the issue at hand.

Comments on specific questions

Section A

Question 1

Many candidates wrote about the themes of the passages very well, scoring high marks nevertheless, a very large number merely emphasised on the background or cause of the revelation only, narrating whole story while totally ignoring the question which asks to describe the theme. Although themes of Sura Duha and Sura Kauther can not be explained without describing their background but a brief reference is ample, stress should be on the theme.

Another common mistake was describing background in **(a)** part and themes in **(b)** part.

Paraphrasing the Sura with no attempt to describe the theme (e.g., for Passage (ii) candidates would say that it was revealed when there was a break in revelation, Prophet (PBUH) started getting worried then this Sura was revealed which tells him that God has not forsaken him and that He is always with him and that He gave him shelter through Abu Talib and financial security through marriage to Khadija etc) did not earn marks. Some candidates would go into too much detail about how Prophet (PBUH) was taunted and who taunted him. To get higher levels, candidates could have described theme of God's Prophet telling how prophets are under God's protection, how they are consoled, assisted and looked after by Him in so many ways. The immense difficulties that the prophets go through, their resilience and steadfastness, unwavering belief and trust in God, the ultimate success of their missions and eventual destruction of their enemies can

also be highlighted with reference to the prophet that is being discussed in the passage selected, to get higher marks.

On the contrary, there were some candidates who totally ignored the background of the Suras and gave a generic explanation of the passage instead of giving brief description of the background and explaining the theme or underlying idea of the passage, in the light of their background.

Section B

The question asked candidates to explain how themes discussed in the selected passages have importance in the present-day Muslims' lives. Some candidates showed clear understanding of questions requirements and talked about how Passage (i) makes the belief of the Muslims firmer in *Tauheed*, stopping them from resorting to the modern forms of idol worshiping or inviting them to ponder over the creations of God to find the ultimate truth and guidance just as Ibrahim did. Similarly for Passage (ii) and (iii) discussed the importance of Muslims showing respect to Prophet (PBUH) or not losing hope in distress and having belief in God's assistance in times of difficulty. Such answers easily scored high marks.

In contrast, those scoring low marks only wrote about things Muslims should or should not do, such as, 'we should not consider sun moon and stars as God', 'we should not be harsh to the beggars and we should sacrifice for God'. Some even talked about general things that did not have any connection to the passages selected, whatsoever such as 'we should believe in Allah, we should say our prayer and give zakat,' etc.

In order for candidates to get higher marks, candidates need to point examples from the daily lives of the Muslims and show how the themes explained in part (a) are applicable to the lives of Muslims in the present world.

Question 2

(a) Some excellent answers were seen in response to **Question 2(a)**, showing complete understanding of the question, describing briefly, each source, narrating how all three secondary sources get their authority from Qur'an and Hadith. Similarly, sing examples of the Hadith regarding flour on nails to make injunctions about nail polish, using Qiyas or prohibition of modern intoxicants, using Qiyas, based on the Hadith of Khumar, were some good examples that took answers to the highest level.

Good answers focused more on relationship of Qur'an and Hadith, giving common examples of principles regarding pillars of Islam such as Salah, Fasting and Hajj, being derived from Sunnah of Prophet (PBUH) and Hadith while injunctions to perform them come from Qur'an.

Lower scoring answers lacked focus or had irrelevant information. Candidates who wrote simple notes on four sources or simply gave examples that only showed how the four sources of Islamic law were used, rather than the examples that showed them working together, got fewer marks. Some of the responses wrote about compilation of Hadith or kinds of Ijma or gave examples of decisions taken during the life of Prophet (PBUH) which, though good example of unanimous agreement or Ijma itself, were not relevant to the question. Some candidates either confused Ijma or it's examples with Qiyas or vice versa.

(b) Good answers gave reasoning as to why and how Ijma and Qiyas are useful in dealing with modern issues also providing examples in support of their viewpoint. While most agreed that they were helpful, some disagreed and presented solid reasons in support of their stance such as diversity of Muslim Umma and sectarian divide as an impediment in reaching unanimous decisions or involvement of personal discretion in Qiyas that can result in division and disruption. Those in favour, argued that scientific advancement has brought about many changes and new inventions, regarding which there are no rulings in the primary sources hence use of secondary sources becomes imperative. Some better candidates were of the view that Islam would have become stagnant if it did not deal with the modern issues using secondary sources. Examples of Al Azhar ruling on IVF and other infertility treatments, unanimously accepted by majority of Muslim world, was the most popular example.

Most of the answers were average, beginning with, 'with the change in times and circumstances, it has become important to use Ijma and Qiyas', without elaborating why or how or giving examples. Some even wrote lengthy descriptive notes on Ijma and Qiyas, explaining their working without any attempt to evaluate or reason.

Question 3

- (a) The question asked the candidate to narrate at least four events from the life of Prophet (PBUH) that showed his generosity and humility. Good answers were very clear about what generosity and humility meant and selected lots of relevant examples from the life of Prophet (PBUH). Candidates who gained marks wrote about Some of the examples included generosity to poor, beggars such as giving one person so many sheep that they covered place between two mountains or distributing all the wealth that he received from an expedition, leaving nothing for himself or repaying a Jew more than what was owed to him due to Omer's mistreatment of the Jew. While there were many good answers, a large number of candidates were not clear about the traits, confusing generosity with forgiveness and humility with humanity. Many chose examples that did not match with the quality such as Prophet (PBUH) taking Khadeja's trade caravan and making good profit as an example of his generosity or solving problem of fixing black stone as an example of his humility while others could not give enough details of the events. Some talked about the qualities of honesty and truthfulness which were not even part of the question. Another drawback was simply describing an event without specifying the quality that it referred to. Some candidates totally omitted one quality or did not give enough examples.
- (b) The question asked candidates to show examples of how Muslim neighbours can show generosity to each other. Examples such as sharing everyday items with each other, exchanging festive food greetings or gifts on special occasions or helping in times of need such as clearing snow, cleaning rubbish or evacuating or accommodating in case of flood/storm etc., would have been some good examples. However many only talked about 'be nice/kind', 'be generous', 'give them money', 'send them food' or started talking about how Prophet (PBUH) treated his neighbours or the rights of neighbours in Islam, which is only a satisfactory response.

Better answer that scored high marks talked about more precise examples such as making Iftar, sitting together to share it, in order to create a sense of togetherness or if the social status of neighbours vary, setting aside their ego and interacting with each other, discretely helping those that are less fortunate so as not to hurt their self-esteem. Examples like these are very solid, based on real life situations, not hypothetical or impractical. Some candidates made good use of their evaluative skills and extended the term neighbours to neighbourly states while talking about ways in which countries can establish good relations with each other.

Question 4

- (a) This question had two parts asking who the Ansars and the Muhajirun were and how they helped each other. Excellent responses answered both parts, defining who Ansars were and how Muhajirun migrated leaving all their belongings behind. Good answers were about to refer to Qur'an verses that describe The Ansar and the Muhajirun and their rewards, followed by in depth details about *Muwakhat e Madina* or the brotherhood created at that time. Details about how both groups worked together or Hadith of Prophet about the Ansars or Quranic injunctions restricting the inheritance to blood relations only, took answers to the highest levels.

Those scoring lower marks either gave very brief account of facts or talked about events that were not very relevant. Some even started from the emigration of Prophet (PBUH) and narrated events at the beginning of the Madnian life. Another common occurrence was writing a commentary of the whole Madnian life of Prophet (PBUH) and those around him, with no focus on the actual question.

- (b) Some thoughtful answers talked about blankets to be given to the migrants in refugee camps, which is a practically viable idea. Another example of good evaluation was a candidate talking about opening orphanages for Syrian immigrants as most of them are women and children, giving them education and teaching different skills to women to enable them to become financially independent.

Most of the replies were very basic though, talking about general things such as 'Muslims should give them their possessions', 'Muslims should help them to their best', 'Muslims can be very helpful and hospitable'; Very few tried to go beyond a simplistic statement and tell precisely what practical steps can be taken by people today to help those driven out of their homeland.

As this issue is quite widespread, many communities on national and international level are facing eviction from their homes, candidates could have talked about running campaigns to get basic supplies and medicines for them or discuss steps that can be taken to ensure human, political and social rights for migrants.

Question 5

- (a) Responses going in great depth, giving highly accurate information about the daughters of Prophet Muhammad (PBUH), Zainab and Fatima got higher marks in this question. Excellent answer followed lives of both the ladies in chronologically order, giving detailed information about their births, childhood, adult life, marriages, families and services to Islam. Very able candidates supported their answers by applying quotes from Hadiths such as 'Fatima is part of me, he who harms her harms me' and a famous Hadith from Aisha, 'I didn't see a person more similar to the Prophet (PBUH) than Fatima who looked like him in appearance, face, brightness, behaviour and manners. When Fatima came to see the Prophet (PBUH), he got to his feet and advanced toward her enthusiastically'. Minute details about relationship of Fatima with prophet (PBUH), his love for her, the way he treated her as well as Fatima's care and concern for her father like tending to his wounds during Uhud War were noteworthy.

Good answers focused on the incident of Zainab sending necklace as ransom to get her husband's freedom while details about her life in Madina and how her husband joined her there after accepting Islam were missing. Similarly, for Fatima, talking about helping Prophet (PBUH) get clean after intestine was thrown on him in Makkah, marriage to Ali and Prophet (PBUH) telling her about his impending death were the main highlights.

Lower mark responses confused Zainab with Umme Kalthum/Ruqayya. Some responses had very sketchy details while others omitted one personality altogether.

- (b) The question was generally answered satisfactorily; very few good or excellent answers were seen. A large number of answers exhausted the idea about how the Prophet (PBUH) treated his daughters, only to say, in one line, at the very end, 'so we should also treat our daughters kindly', making the response more descriptive than evaluative. Some did write about not showing displeasure at the birth of a daughter or providing them equal opportunities as boys, to get education and excel in life.

Candidates could have scored higher marks by talking about gender discrimination especially in education and work opportunities or issues about inclusion of women in matters of social and national importance. Treating sons and daughters equally, in a household, not giving preference to boys when it comes to providing basic necessities of life or education could have also been discussed to get higher marks.

ISLAMIYAT

Paper 2058/21
Paper 2

Key messages

- Candidates need to read the question properly and not simply write a rehearsed answer or paraphrase the question
- Candidates should move away from descriptive answers for part **(b)** questions
- For higher marks, answers should contain detail and depth related to the question asked, and not just general outlines of the main points.

General comments

Overall a competent session. For **Question 1** no two Hadiths were preferred over the other two and candidates wrote a good account of the teachings of the Hadiths in **part (a)** and the implementations of the teachings in **part (b)**. **Question 3** was the least popular question and with the exception of a small number of candidates the majority who attempted it struggled with linking the answer to what the question was asking. In **Question 5 part (a)** had two areas to focus on and in many answers both elements of the question were not addressed.

Comments on specific questions

Question 1

Candidates were able to in **part (a)** give a fair, if not good account of the teachings in the Hadiths. The less prepared candidates were the ones who relied on paraphrasing the translation provided in the question itself. Good evaluative answers were seen for **part (b)** and it must be said that candidates have now started to differentiate between the teaching and the implementation of the teachings of Hadiths and are able to express themselves coherently in answers.

Question 2

In response to this question candidates needed to write about the isnad and matn of Hadiths and how they helped/were used in checking the reliability of Hadiths. Well-developed answers also went into examples of how compilers travelled distances to meet the narrators and depending on what they saw/found used or dismissed a Hadith e.g. Bukhari travelled to meet a narrator but left without hearing his Hadith as he saw him tricking his animal. This type of information showed knowledge of the subject and those candidates tended to earn more marks.

Part (b) was well attempted by candidates and some answers contained good arguments saying why authentic Hadiths were important for the Muslim community and what the dangers were of not having authentic Hadiths to rely on.

Question 3

A small number of candidates attempted to answer this question. Those candidates who did so tended to misunderstand the question. The key to what was being asked was given in the question itself which was how the arbitration following the Battle of Siffin led to the emergence of the Kharijites. Some candidates started writing from the time of 'Uthman's martyrdom. Some candidates wrote accounts of the Battle of Camel followed by Siffin etc. Good answers placed focus on how some elements from Ali's army who belonged to the Basra and Kufa regiments on returning from the inconclusive battle refused to set up camp with the rest

of the regiments and events that followed. Some candidates wrote a concise account of the Battle of Siffin and went on to briefly say how it led to the emergence of the Kharijites. These answers, though a little brief, were relevant and rewarded accordingly.

For **Part (b)** most candidates were able to give their opinion and back it up with evaluative responses.

Question 4

This was one of the most popular questions and candidates were able to link their responses to the question and name the angels and the duties they performed in the everyday lives of humans. Some answers were too brief whilst others were more detailed going on to explain general functions of angels e.g. witnessing the prayers of the believers etc. For those candidates who were able to go in to depth and detail they tended to attain the higher marks.

Part (b) was also well attempted and candidates mostly referred to the link between Angel Jibril and the prophets. Those who also referred to how angels visited the prophet Ibrahim and Lot etc tended to do better in this question and gained higher marks.

Question 5

For **part (a)** some candidates wrote about the different kinds of jihad which was not the requirement of the question. Candidates need to ensure they read the question and take time to understand what is being asked of them. The focus should have been on; when should someone be armed (i.e. when is fighting permissible) and making explicit the rules and limitations of jihad. When answering the first part candidates wrote about jihad being permissible in self-defence of the Muslim community and when treaties are broken. Those candidates who said that jihad must never be undertaken for purposes of territorial expansion or to gain resources etc clearly understood the term jihad and tended to gain higher marks. The second part was listing the rules and restrictions of engaging in combat.

Sometimes some candidates answered one part and not the other.

Part (b) was well answered and a lot of candidates wrote about the different kinds of jihad and their importance and which in their opinion was important bringing out their understanding of the term jihad.

Conclusion

As said at the start a competent attempt by candidates.

ISLAMIYAT

Paper 2058/22
Paper 2

Key messages

- Candidates should read questions carefully
- Candidates who wrote irrelevant or superfluous material as part of their answer did not gain additional marks
- Candidates should move away from descriptive answers for **part (b)** questions
- For higher marks, answers should contain detail and depth related to the question asked, and not just general outlines of the main points.

General comments

In this session there was no one question that was of particularly popular to the candidates. **Question 4** needed a specific response and those candidates who tended to write around the subject could not attain marks. It was also clear that some candidates did not read or understand the requirement of the question struggled. For **Question 5** accounts of ihram, tawaf and sa'i were very limited in scope and what was surprising was that some candidates did not know what tawaf was and for sa'i wrote about going to Mina etc. Development of answers with evidence and evaluation tended to earn higher marks.

Comments on specific questions

Question 1

Candidates are familiar with the requirements of both parts of this question. There were candidates who struggled with this question and tried to paraphrase the English translation of the Hadith. Candidates who were able to express their own understanding of the Hadith chosen were far more likely to obtain higher marks.

The Hadith on who is considered a martyr was the least popular one, having said that responses from those who attempted explaining its teachings and implementations did very well. The teachings of this Hadith were straightforward with the sentiment being those who live righteous lives and die in this state are martyrs. From this simple premise the answer can be developed for **part (a)**. Those candidates in **Part (b)** who were able to focus on how the teaching can be implemented by fulfilling the Pillars, working honestly, caring for those who are in need in the community etc attained the higher marks

Question 2

In this question there were three categories of Hadiths given. Candidates needed to write a detailed account of each of them and not simply writing a response on musnad and musannaf collections or the different periods of Hadith compilations as many wrote about. Accounts of Sahih, Hasan and Da'if Hadiths were needed. Isnad and matn had to be discussed in detail and there was always a lot more that could have and was said about Sahih Hadith.

Candidates who were clear and did not confuse Da'if Hadiths with Mawdu Hadiths gained marks. Some answers said they were fabricated or the narrators were liars and the content of such Hadiths was against Qur'anic teachings. Da'if Hadiths are called such as one of their narrators may not be well known for his piety but the compiler has no evidence of that or the narrator may have a weak memory. Da'if Hadiths are mostly found in musnad collections in areas of moral guidance etc. It was only those candidates who evaluated their answer

and demonstrated a balanced response gained higher marks. Candidates need to remember if something is not perfect it is not necessarily evil.

Part (b) was well attempted by most and candidates could confidently say why classifying Hadiths was important.

Question 3

There were two parts that needed to be addressed in this response. The *how* and the *why* there were the caliphs being written about in the response martyred. The *why* part of the answer given started in many responses from the time of the start caliphate of the caliph and didn't address the main reasons or the main event that led to the martyrdom of the caliph. In Usman's case with the background for the reason for the rebellion it was important that the unrest which resulted in the rebels surrounding his house and all that followed should have been written about. In Umar's case we did not need an account of the battles he fought etc. For 'Ali details of the Battle of Camel and Siffin were given which would have been ok if the answer had gone on to focus on how the arbitration after the battle of Siffin led to the emergence of the Kharijites and how the power struggle between 'Ali and Muawiya intensified which eventually led to his martyrdom.

It was only those candidates who addressed and wrote the specific information required achieved the higher marks. Many candidates did not achieve marks because they wrote everything they knew of a topic of study in the examination and did not focus on what the question is asking and develop the answer with details but not lose the thrust of the answer in giving details.

For **part (b)** some responses were evaluative and relevant, whilst others wrote about 'Umar being a brave warrior. Umar's bravery could be written about in response to the question by saying that even though he was threatened he didn't increase his personal security or carried on with his duties as normal. His bravery in battles was not relevant here. Again responses need to be in line with what is being asked.

Question 4

Many Arabian tribes reacted to the passing away of the Prophet (pbuh) by reclaiming their independence; a few tribes did not renounce the Prophet's teachings or the daily prayers but rejected the payment of the charity tax, zakat. The question was specifically asking the candidates to write about the campaign Abu Bakr led against these tribes refusing to pay zakat. It was not asking them to write about the false prophets or the other apostate tribes and his campaign against them. Answers needed to focus on the tribes going back on their pledge made to the Prophet (pbuh), Abu Bakr's consultation with the shura, his response to them and the delegates who were representing the rebelling tribes and the attack on Madina by them, how they were pushed back, their gathering at Dhu Qissa and their eventual defeat by Abu Bakr at Abraq.

Some candidates did manage to give a focused answer others rambled on with the events of the false prophets and the campaigns in Oman etc.

Part (b) was well attempted.

Question 5

This was an easy straight forward question asking candidates to write accounts about ihram, tawaf and sa'i. Some answers were very simplistic e.g. it was said that ihram is the garment worn by pilgrims... what does it signify, what are the restrictions of ihram, what do pilgrims do before donning it, are all aspects that could be written about when writing an account of ihram.

Likewise tawaf is more than circling the Kaba seven times anti clockwise. That tawaf starts at the Hajr al Aswad, dhikr of Allah is done during it, recitation of Rabbana atina...from the Yamani gate, salutation of the Hajr al Aswad when passing it in each round and so much more could be said about tawaf. Names of the different types of tawaf and when they are performed could have been given as development of the answer.

This question seemed to produce quite a few brief answers and sometimes candidates confused this question with hajj and its rites. Links are of course there but relevance has to be kept in mind.

Part (b) detailed account of how the Prophet (pbuh) was asked to resolve the issue of who would place the Hajr al Aswad when the Kaba was being repaired in the Prophet's (pbuh) time were given. Such responses could not get any marks. Where candidates said it was a stone from heaven a mark was given for attempt.

This was an evaluative question on the significance of the Hajr al Aswad to Muslims that many struggled with.

Conclusion

On the whole candidates who had prepared were competent and we can safely say that it was a good session. Advice seeing the responses of this session would be: Prepare the students to answer what the question is asking, teach them to focus on the key elements of what need to be addressed in answers. Detail is important to get higher marks but detail and development should not make the candidate lose focus of what the question is asking.