



**Cambridge Assessment**  
International Education

# Example Candidate Responses

## Paper 1

### Cambridge O Level

### Islamiyat 2058

For examination from 2020



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## Introduction

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The main aim of this booklet is to exemplify standards for those teaching Cambridge O Level Islamiyat 2058, and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen from June 2019 scripts to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their answers. There is also a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions and mark schemes used here are available to download from the School Support Hub. These files are:

**June 2019 Question Paper 12**  
**June 2019 Paper 12 mark scheme**

Past exam resources and other teacher support materials are available on the School Support Hub:

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

## How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

| Example Candidate Response – high   | Examiner Comments   |
|---|---|
| <p>a) i) These verses are of surah Fatiha which is the first surah of the Quran and it mentions relationship between Allah and human being. This surah mentions the concept of Tawhid which means that Allah is the sole creator, sustainer and only one thing.</p> <p><b>Answers</b> are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.</p> | <p>1 The response opens by getting straight to the main point. It identifies the main theme of Allah's relationship with created beings, as listed in the specification.</p> <p>2 Tawhid is correctly identified</p> <p><b>Examiner comments</b> are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.</p> |

## How the candidate could have improved their answer

(a) The answer shows expertise and is thoughtful, qualities of Level 4. In the first passage, the candidate could go on to explain the importance of asking God for help. In the second, the candidate might go on to mention, as in the mark scheme, that it is God alone who is worthy of worship, due to all that the candidate described.

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

## Common mistakes candidates made in this question

(a) Some candidates paraphrased the passage, or copied directly from the passage, which did not address the need to explain it. Candidates should ensure they use their own words.

Often candidates were not awarded marks because they misread or misinterpreted the questions.

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes and give them the best chance of achieving the available marks.

## Question 1

### Example Candidate Response – high

### Examiner comments

a) i) These verses are of surah Fatiha which is the first surah of the Quran and it mentions relationship between Allah and human being. <sup>1</sup> This surah mentions the concept of Tawhid which means that Allah is the sole creator, sustainer and only one worthy of worship. He is the lord of everything <sup>2</sup> created, whether it is seen or unseen, in this world or the next. He is also portrayed as a loving God who has mercy and is most forgiving. Being a loving God, he is also a helper and guides humanity to the straight path which is why he should be asked for help. <sup>3</sup>

a) ii) These verses are taken from surah Baqarah which is a Madani surah. These verses contain the main theme of Tawhid and God being the sole creator of everything that exists. Since He is the sole creator, He is also the only master and hence no partners must be set up with Him as shirk is the greatest <sup>4</sup> of all sins as Allah says in the Quran: 'Allah does not forgive setting up partners with him but He forgives everything else to whom He pleases'. <sup>5</sup> He has created our surrounding world for our sustenance. The heaven is called 'canopy' <sup>6</sup> because it provides shelter and shade to us on this earth. Allah sends rain to make the soil fertile and so trees can bear fruit for our sustenance. In return Allah demands loyalty and gratefulness. <sup>7</sup>

- <sup>1</sup> The response opens by getting straight to the main point. It identifies the main theme of Allah's relationship with created beings, as listed in the specification.
- <sup>2</sup> *Tawhid* is correctly identified and explained in a succinct and accurate way. Whilst the word 'sustainer' is in the passage, choice of words such as 'sole creator' shows understanding.
- <sup>3</sup> Here the theme of God as the creator of everything is developed by references to the 'unseen and seen' and 'in this world and the next'. The choice of words shows clarity and understanding.
- <sup>4</sup> 'He is also portrayed' is evidence that the theme is being explained, then developed further with reference to 'guides humanity'.
- <sup>5</sup> The candidate could go on to further explain God's help, such as by mentioning that this is for those who ask.
- <sup>6</sup> In the second passage chosen, the candidate again focuses on the main theme identified in the specification - God's relationship with the created world. The answer is succinct and to the point.
- <sup>7</sup> Here the theme of associating partners besides God (*shirk*) is explained and there is a relevant reference to the Qur'an from the candidate's own knowledge (not from the printed passage) which is a feature of a Level 4 response.
- <sup>8</sup> Clearly identifies and explains key words in the passage, such as 'canopy'.
- <sup>9</sup> The points about God's sustenance and worshipping God alone are made well. The candidate could mention, as in the mark scheme, that it is God alone who is worthy of worship, as candidate has described.

## Example Candidate Response – high, continued

## Examiner comments

b)i) Allah is all-powerful as he is the master of the day of judgment hence muslims should worship Him alone and only ask Him for help and forgiveness. This surah also affirms our status as Allah's slaves as we must worship Him and also are accountable to Him. This surah implies that God is merciful to His creations and as a token of gratitude we should also be kind to His creations regardless of race, gender, religion, cast etc. This surah also tells us that Allah wants us to follow the righteous path of those pious people who came before us for example Prophets. This surah is recited for dua or application to receive Allah's help. It is also mentioned recited regularly in Salah as Prophet (s) said: "No salah without fatihah". Thus this helps muslims earn Allah's blessings and protection.

b)ii) This surah helps muslims realise that the purpose of creation of things around us i.e to help us or for our sustenance. Hence muslims should be grateful and as a token of gratitude they should take care of environment which is Allah's blessing. This also helps us realise that Allah is a sure provider and thus we should turn to him for help. This passage also negates shirk as Allah is the sole creator of all that exists and hence muslims should not make mistake of associating partners with him as Prophet said: "Shirk is the greatest of sins"

10 'Hence Muslims should' is a clear way of moving from the theme in the passage (AO1) to application in a Muslim's life today (AO2), which is required in part (b).

11 'Allah's slaves' is a relevant reference which might be unpacked and explained a little more, such as by referring to other verses of the Qur'an which mention Muslims as 'Allah's slaves' in the sense that total obedience is given in all matters.

12 The candidate successfully links God's mercy, evidenced from the passage, to the gratitude of Muslims, shown through kindness in their daily lives.

13 The points about the importance of following the straight path and God's guidance are clearly made.

The candidate could go on to explain the importance of humility in doing so, as specified in the mark scheme.

14 This part of the answer addresses the first part of the mark scheme for this question.

15 The point about gratitude, as mentioned in the last line of the mark scheme, is referred to here. It could have been explained in a little more detail.

16 Human responsibility towards the environment is correctly identified. The candidate could further elaborate on this and give examples from Muslim's daily lives about how they might fulfill this.

17 An overall mark is given to reflect the performance of the candidate in explaining both passages together. The candidate has explained the first passage more clearly than the second, achieving an overall Level 3.

Mark for (a) = 4 out of 4

Mark for (b) = 3 out of 4

**Total mark awarded = 7 out of 8**

## How the candidate could have improved their answer

- **(a)** The answer showed expertise and was thoughtful, qualities of a Level 4 response. In the first passage, the candidate could explain the importance of asking God for help. In the second, the candidate could mention, as in the mark scheme, that it is God alone who is worthy of worship.
- **(b)** To improve, the explanation of the second passage should have been added, particularly with examples of human responsibility.



## Example Candidate Response – middle

## Examiner comments

(a) Main Theme:-

This passage is taken from the surah fatiha. In this passage, it is told that Allah has supremacy among all. He is the only creator of the world. He does not stand in need of any of his creations. **1** We should follow the path of righteousness and seek Allah's guidance. The Quran refers that it is Allah who is free of all wants and worthy of all **2** praises. We should serve only to him and he is the creator and sustainer. He is master of the universe and that we should always seek the **3** pleasure of Allah and not his anger for he is the most great.

Importance,

This theme indicates us to live our life according to the righteous path and to seek only Allah's guidance as he is the master of everything. **4** His guidance takes us to the righteous path. We should always thank Allah for his bounties and if ever commit any sin, we should not have to lose hope. We should ask for forgiveness from Allah as he is the most merciful and oft-forgiving. We have to submit ourselves to him at the day of Judgment where Allah will be the only Judge. **5** We should follow his guidance and do good deeds so that we shall not have to face his anger **6** after the day on the day of Judgment.

**1** God's supremacy is identified and described, which is evidenced in this passage.

**2** A relevant quote from elsewhere in the Qur'an supports the description of God's supremacy.

**3** The candidate paraphrases and describes the rest of the passage in the last few lines of the answer. This could be improved by explaining the themes further. 'We should...' is more relevant to part (b), whereas in part (a), the focus is on evidence for a theme. Instead the candidate could write 'which in explanation means...' which is more appropriate to achieve a higher level of response for AO1 (Knowledge).

**4** 'Following the righteous path' is identified in general terms as something which Muslims might do in response to the theme. Examples could be given to develop this response further.

**5** Guidance is mentioned here, relating to the last part of the mark scheme for this passage. It could be developed in more detail.

**6** Asking for forgiveness is an extension on the passage, as it is not specifically stated. This answer could be improved by giving examples more clearly linked to the text.

## Example Candidate Response – middle, continued

## Examiner comments

Main theme: This passage is taken from Surah Kauser as it was revealed from Allah to the Holy Prophet Muhammad (pbuh) to console him. When prophet lost his third son Ibrahim he was upset the people of Quraish made fun of him and mocked him and called him abtar a man whose testicles were cut off with no male offspring. He was disturbed and upset by all this when Allah revealed these verses telling him that not he his enemies were abtar. This shows Allah's love for his messenger and that the prophet never complained of his sacrifice.

Importance.

This passage indicates Allah's love for the prophet and that Allah console every person who faces hardships as he cares for us the most and we should not complain to him about anything but we should be patient towards everything and Allah knows everything. Your enemy will be punished by Allah himself we should have full faith in Allah and believe that He is our only creator and that He loves us more than anyone. We just have to wait patiently and Allah will deal with everything.

7 The background to this passage, a consolation to Muhammad (pbuh), is identified in a clear and relevant first sentence.

8 Description of the incident regarding the Prophet (pbuh) is accurate but lengthy. God's love for his messengers is referred to near the end of the answer, which could be expanded upon as a major theme in this passage. To improve, this candidate could shorten the description and give more of an explanation.

9 The first three lines mention the theme from the passage and the next three clearly relate this to Muslims' lives today, in not complaining and showing patience. Some examples could be added by the candidate to further develop this answer.

10 Some development is made here of the theme of patience, which explains what it may feel like in the lives of Muslims. Again, examples might be given to explain what 'everything', in the last line, means.

Mark for (a) = 2 out of 4

Mark for (b) = 3 out of 4

**Total mark awarded =  
5 out of 8**

## How the candidate could have improved their answer

- (a) The candidate could shorten some of the description, particularly of the second passage, and expand on the explanation of the theme(s). Parts where the passage was paraphrased, particularly towards the end of the candidate's answer for the first passage, could be improved by focusing on giving clearer evidence of the theme and explaining it. Parts referring to what Muslims should do today could be omitted, as they were more relevant to part (b).
- (b) The candidate could develop the response with specific examples of the theme(s) identified in the lives of Muslims today. General themes and actions for Muslims, such as showing patience, could be elaborated in more detail. Actions could be more clearly linked to the passage, so a relevant example other than forgiveness might be identified.

Example Candidate Response – low

Examiner comments

i) .....  
 (a) This Surah is taken from the surah Alag. It was revealed in Makkah by Angel Jibreel. The main theme of this Surah is that he is the one <sup>1</sup> the only one who has the power he is - Merciful he does forgive, he <sup>2</sup> is the King of these worlds the Regner and the ender he is the Master of the last Day he has the power. He has given us patience and sustanability he has the ability too do wrong and right and good or bad <sup>3</sup>

(b) .....  
 The themes in muslim like now a days are not positive as it is the most of all the un-ahid and of all the holy good and the miss guidance which the humans of this nation do not understand and have no idea about the day of judgement. <sup>4</sup>

(ii) .....  
 This Surah is taken from verse 108 of Sura 108 telling about the position of the word has given us it was revealed in Makkah. <sup>6</sup>

(c) .....  
 The muslims do not use the following method which can help in the following surahs and verses the following in a straight path. <sup>7</sup>

**1** The main theme stated in the specification is God's relationship with the created world. The qualities of God have some relevance. This answer could be improved by focusing more closely on the specified main theme first.

**2** Some description of the qualities of God is given here, and some are relevant to this passage.

**3** The candidate's response reads as a general description of some Islamic beliefs about God. To make this more relevant, specific evidence from the passage should be used to focus on a main theme(s) which should be clearly stated.

**4** The candidate comments on Muslims' lack of understanding about the Day of Judgment. Although the passage mentions the Day of Judgment, this answer needs to more clearly explain the effects on Muslim's lives and actions today.

**5** Judgemental comments should be avoided. To improve, a point could be made that Muslims may inquire further about how to understand the Day of Judgment better and consider how to change their lifestyles with this in mind.

**6** The candidate begins to describe information about the passage, but more information needs to be given.

**7** The candidate needs to be more specific. The actions of Muslims today could be clearly stated and linked to the theme(s) in the passage, Sura 108. The 'straight way' is mentioned in Sura 1, not Sura 108, so it is important to be clear about which passage is being referred to and not confuse them.

Mark for (a) = 1 out of 4

Mark for (b) = 0 out of 4

**Total mark awarded = 1 out of 8**

## How the candidate could have improved their answer

- **(a)** The candidate's answer could be improved by focusing on the specified theme(s) and evidencing it clearly from the passages. The candidate could be more specific and write less about beliefs in general and more about the themes given in these particular extracts. What is written could be explained more clearly.
- **(b)** The candidate's response could clearly identify which passages are being referred to in which part of the answer, taking care not to confuse the two. Specific examples could be given to improve the answer and it could be written and expressed more clearly.

## Common mistakes candidates made in this question

- **(a)** Some candidates paraphrased the passage, or copied directly from the passage, which did not address the need to explain it. Candidates should ensure they use their own words.  
A common mistake was that candidates wrote about the passage rather than clearly identify the theme(s). This might be addressed by practising writing opening sentences which directly name and begin to explain a theme. Some candidates mentioned themes not directly associated with the particular passage.  
Another common mistake was to identify the oneness of God, *tawhid*, as the theme for all passages. It is relevant to most passages but not all. This could be addressed by candidates learning the main themes for the passages specified in the syllabus, and adding to them only where a theme can be evidenced in the particular passage.
- **(b)** Repeating the main themes from part (a) was a common mistake. Part (b) was about the application of those theme(s) in the lives of Muslims today. Only brief mention needed to be made of the themes themselves: the main focus should have been on AO2 (Understanding), as shown in Muslims' lives nowadays.  
Lack of specific examples from today's world was a common mistake, since this does not allow a candidate to sufficiently develop their answer. Examples should be given from the lives of Muslims today to give evidence of a candidate's understanding.  
Generalisation was another common mistake, such as by writing similar, general answers to both passages about obeying God or following the Five Pillars of Islam. Specific examples, linked to the theme(s) identified needed to be given, rather than writing about Islamic practices in general.

## Question 2

### Example Candidate Response – high

a) In surah Baqarah verse 30-37, Allah mentions the story of Hazrat Adam. He says that just like he created the angels, he also created H. Adam hence He is H. Adam's lord and creator, (hence also our lord and creator). He gave H. Adam the gift of knowledge, which is evident from the phrase "He taught Adam the names of all things". This knowledge made Adam superior to the angels as the angels were ignorant of these things. Hence Allah gave Adam a gift which He gives to all his Prophets to help them in their missions. He also made H. Adam the first Prophet and his vicegerent or representative on earth which shows that He elevated H. Adam in status. This is also evident from the fact that He made the angels bow before H. Adam and expelled Iblis ~~of~~ Satan just because he was too arrogant to do so. He a Allah who had a very loving and merciful attitude towards Hazrat Adam. This is evident from the fact that He forgave Adam when he made a mistake and disobeyed Allah after being misguided by

### Examiner comments

- 1 The candidate begins by launching in to the story of Adam with a Qur'anic reference. Whilst this is relevant, the start to this essay might be improved by outlining the relationship between God and his Messengers, the belief in Messengers (*risalah*) and which two Messengers will be chosen in the response.
- 2 This part of the answer is descriptive and accurate. A relevant passage from the Qur'an is quoted. This could be improved by relating each factual and descriptive point to the relationship between God and his Messengers and explaining what can be learned from the story.
- 3 Where the candidate mentions that God helps his Messengers and they were appointed vicegerents, these points could feature more prominently and be further explained. The role of vicegerent could be explained.

## Example Candidate Response – high, continued

## Examiner comments

Satan. Despite this mistake He still made Hazrat Adam his vicegerent on this earth. This shows that He also forgives the children of Adam i.e us if we ask for his forgiveness. Allah had a special and individual relation with Hazrat Adam and this also makes us just feel connected to Allah as we are of the progeny or descendants of H. Adam.

In surah Maidah, Allah mentions the story of Prophet Jesus and his many miracles. It is mentioned in the passage that Allah gave Jesus knowledge and wisdom and the Gospel and also the law. One of his other gifts towards Jesus was the many miracles he gave him for example Prophet Jesus could resurrect the dead, cure the blind and lepers etc. This shows that Allah was helpful towards Hazrat Isa (Jesus) and gave him gifts to help him in his mission. It is mentioned and emphasised in the passage again and again that whatever miracle H. Isa performed was by the leave of Allah. This shows that the miracles bestowed on him were a gift of Allah and he did nothing of his own accord or power, which challenges the false belief that Jesus was a God or that his relation with Allah was that of father and son. He was in fact

4 Adam's disobedience and God's forgiveness is covered well. A short quotation or reference to this in the Qur'an might further improve this answer.

5 Jesus' miracles and God's role as gifting them is accurately described here. This might be improved by starting the paragraph with the general point about the relationship between God and the Messengers: that all power comes from God and it is in his gift to help the Messengers.

6 This clarifies that in the Islamic belief, Jesus is not regarded as a son of God. It might be given more prominence in the answer.

## Example Candidate Response – high, continued

## Examiner comments

merely a Prophet. Allah also helped H. Isa and raised him up to the heavens when the disbelievers were going to crucify him. This is also mentioned elsewhere in the Quran: "Allah said: "O Jesus! I will take you and raise you to me and clear you of (the falsehoods) of those who blaspheme". This line shows that Allah was merciful towards H. Isa and protected him against those who were trying to persecute him. <sup>8</sup>

b) Hazrat Adam fell into traps of Satan and disobeyed Allah. Instead of giving up hope he asked Allah for forgiveness and Allah being kind and merciful, forgave him. Hence Muslims should also not lose hope if they regret doing anything wrong and instead should ask Allah for forgiveness as he is most merciful. <sup>9</sup>

Prophet (Pbuh) was constantly mocked by pagans who said God has abandoned him. They also made fun of him when his sons died. Despite this he never wished for their destruction and instead ignored them and bore with patience. This teaches Muslims that they too should not be bothered about anyone mocking them and should be steadfast in the face of adversity and should rely on Allah for help as he always knows of our problems. <sup>10</sup>

<sup>7</sup> This part accurately covers the fourth point in the mark scheme about Jesus with the inclusion of a relevant quotation from the Qur'an.

<sup>8</sup> The candidate achieves a Level 4 response, which is the highest level of response. They could achieve a slightly higher mark by focusing a little more on the relationship in the structure of the essay, such as by putting explanations about it first, then writing the descriptive points which back up the general points made.

<sup>9</sup> Here the link between a situation regarding Prophet Adam and what Muslims today can learn, is made.

<sup>10</sup> This paragraph could be improved by developing the answer further, such as by giving an example of situations in which Muslims might ask for forgiveness nowadays.

<sup>11</sup> A second clear link between the experience of a Messenger in times of difficulty and what Muslims today can learn from it.

<sup>12</sup> Again, the candidate might improve their answer by adding one or two examples for the second type of difficulty they have identified.

Mark for (a) = 8 out of 10

Mark for (b) = 3 out of 4

**Total mark awarded =  
11 out of 14**

## How the candidate could have improved their answer

- (a) The candidate could begin by outlining in general about the relationship between God and his Messengers; the belief in Messengers (*risalah*) and identifying which two Messengers will be chosen in this answer. In the main part of the essay, explanatory points about the relationship could be given a little more prominence than the descriptive parts.
- (b) The candidate could add specific examples for each of the two difficult situations they identify, regarding what Muslims today can learn from the examples of Messengers.

## Example Candidate Response – middle

## Examiner comments

(a) Allah sent Messengers for the guidance of people in different time periods for different nations. They are said to be 124,000 in number and preached Tauhid that constitutes one third of Quran. All His Apostles were pious people whom He assigned different tasks and granted several miracles. Quran says: "For every nation He sent a Messenger." ①

Hazrat Adam (A.S) was the first man and the first prophet created by Allah from insufficient germ cell but He purified him and raised his status by granting him a pinch of His knowledge and wisdom that made him His superior creation.

Quran says: "Allah taught Adam the names of all things." Furthermore He created Hawayya (A.S) from Adam (A.S)'s ribs and asked the angels to prostrate before Adam. All obeyed Allah's orders except Iblis who was vain and haughty. It is further marvelled in Surah al-Baqarah how Iblis tricked Hazrat Adam (A.S) to eat the fruit of the forbidden tree and Allah expelled him from heaven due to it. Adam (A.S) however repented and asked for Allah's forgiveness and Allah at-Tawab. ②

① A general introductory paragraph is given which mentions Messengers and gives a relevant quotation from the Qur'an. It could be made a little more specific and the names of the two who will be chosen in this answer identified.

② The description of the story of Adam with a relevant Qur'anic quotation is given. The focus of the candidate's response is quite descriptive.



## Example Candidate Response – middle, continued

## Examiner comments

the guide to repentance forgave him. Quran says:  
 "Then Adam learnt from his God words of inspiration and his Lord turned to him for he is of forgiving, most Merciful."

Allah's relation with His Messengers Isa (A.S) (Jesus Christ) is marvelled in Surah al Maidah (5:110), how his birth was a miracle as his mother Maryam (A.S) was a virgin. Allah granted Hazrat Isa (A.S) several miracles like power to speak in infancy, curing blinds and lepers and raising the dead back to life only by His Will and permission. It further rejects all concepts of Jesus being Son of Allah as per Christians because he is only referred as son of Mary and is Messiahu Allah (Healer of Allah). Quran says:

"Behold! Your Lord gave you the Law & the Gospel, The Book and the Wisdom"  
 Moreover Allah also protected Hazrat Isa (A.S) from his people who attempted to crucify him and rejected Allah's message of Tauhid vainly and regarding his miracles as magic.

The relationship of Allah with both Hazrat Adam (A.S) being father of mankind and Isa (A.S) is valued by Muslims. The story of Adam (A.S) is an eye opener for believers today to resist Satanic temptation and fulfill the duties and responsibilities given to us with expertise and steadfastness. The story of Isa (A.S) helps the

3 A relevant reference is given. It could be used further by explaining that this shows a relationship such as student and teacher or master and servant.

4 This paragraph is packed with detail. A little more explanation to unpack it, such as the negation of associating partners besides God (*shirk*) would help to improve the paragraph.

5 Reference to Muslims today should be the focus of part (b) and is not relevant to this part of the answer, so would be better omitted.

## Example Candidate Response – middle, continued

## Examiner comments

the believers to reject shirk and have firm conviction in aid and mercy of Allah. The message of all the apostles of Allah were the same and Allah guided His chosen ones to the path of righteousness and blessed them with miracles to cross the path laid with thorny bushes to reach contentment overhead. **6**

**6** It is not clear what point is being made by 'thorny bushes' - perhaps a test of faith or part of the story towards the end of Jesus' life. It needs to be explained more carefully, if included.

(b) Allah's Messengers faced trials which they tackled with steadfastness for example Hazrat Adam (A.S) as Khalifatul Allah (Vice gerent of Allah) was tricked by Iblis. His story motivates the believers to avoid worldly luxuries and avoid Munkar and Satanic evil temptations by asking Allah's aid, mercy and forgiveness. We should not be hopeless over our uncountable sins, instead ask for Allah's forgiveness. Quran says: "Allah's burden not anyone except according to his capacity." Moreover Muslims today can learn from prophet's responses to fulfill Hujoo' ul Allah and Hujoo' ul Ibaad and adopt modesty levels in order to attract others to the fold of Islam whatever life throws at us, we should bear it with patience, remembering Allah never deserts His Creation and remember Him in times of success and failure both. This would develop Taqwa in us and help us to practice Dawa to upgrade ourselves as activist Muslims who avoid Munkar & adopt Mar'uf. **7**

**7** The link between the story of Adam and Muslims today avoiding temptations is successfully made. It could be developed further by following this through with a specific example relevant to Muslims today.

**8** This quotation might refer to God's predestination rather than forgiveness. It might be further explained if relevant or perhaps omitted.

**9** Islamic beliefs and the importance of patience are explained. This could be related back to the lessons learned from Messengers at times of difficulty to address the focus of the question.

Mark for (a) = 5 out of 10

Mark for (b) = 3 out of 4

**Total mark awarded =  
8 out of 14**

## How the candidate could have improved their answer

- (a) The candidate might improve the opening paragraph by getting more to the point. During the main body of the essay the candidate could give more prominence to the relationship between God and his Messengers and deploy the description of the stories given to support this.
- (b) The second half of the paragraph could be improved by linking it more closely and specifically to lessons learned in times of difficulty by God's Messengers. The candidate might check that quotations included are relevant and if so, carefully explained or if not, omitted.

## Example Candidate Response – low

## Examiner comments

Q1) Allah & Hz Adam (As) was created by Allah with sand. Quran says "Read! In the name of your lord who created, created man out of a clot of congealed blood..." Allah taught everything to Hz Adam and again the Quran mentions "..... And He taught Adam the names of all things" Hz Adam was the first human being and the Messenger of Allah. He was given the place in Paradise and was forbidden to eat the fruit of a specific tree. Iblees filled his ears and urged him to eat the fruit from the forbidden tree and Hz Adam followed it due to which he was expelled to Earth. Eve and they were separated on different parts of the Earth and met each other after a long time at Arafat. Hz Adam cried and begged for his forgiveness and after Allah forgave him.

Hz Adam was born in a place which was filled with idol worshippers. The king ordered to kill the babies which were not born. The Mother of Hz Ibrahim (As) ran away and gave birth to him in a cave. She then returned to her place and he was left alone in the cave. Allah sent Hz Ismail to feed Hz Ibrahim. As time passed he grew up and tried to find out who was his Creator. First he thought that the

1 A general introductory paragraph is given which mentions Messengers and gives a relevant quotation from the Qur'an. It could be made a little more specific and the names of the two who will be chosen in this answer identified.

2 Part of the story of Adam is given and this part could be further detailed, particularly events after eating the forbidden fruit and what this shows about the relationship between God and Adam.

3 The candidate mistakenly refers to Adam here, whereas the rest of the paragraph makes it clear that the candidate is referring to Ibrahim. It is important to be accurate.

4 The story of Ibrahim is somewhat confused, possibly with the story of Musa. Again, accuracy is important.

## Example Candidate Response – low, continued

## Examiner comments

Sun was his God but later the sun setted so he said that I don't like the things that set so this cannot be my God. He did the same with the moon and the stars and said the same things. At last he thought about the Creator of moon, stars and the sun so Angel Jibrael came and told about his God and gave the good news to him for being Allah's messenger.

by Allah's messenger faced most difficulties such as Hz Adam who was expelled to Earth and Hz Ibrahim left in a cave. Muslims get the lesson that in the most difficult time they must remain patient and must ask for Allah's forgiveness to have a better afterlife.

**5** Reference to a relevant passage is implied here but not specifically given. A quotation and an explanation about the importance of learning and working out signs from God by his Messengers, in this case Ibrahim, would improve the answer.

**6** A general point about difficulties faced by Ibrahim and Adam, is made. This could be improved by being more specific about difficult situations Messengers faced and how they dealt with them.

**7** Patience is identified. This could be further explained and exemplified.

Mark for (a) = 3 out of 10

Mark for (b) = 1 out of 4

**Total mark awarded =  
4 out of 14**

## How the candidate could have improved their answer

- **(a)** The candidate could be more accurate and specific in the description of stories of Adam and Ibrahim, taking care not to confuse the Messengers. One or two more quotations would improve this answer, with some more explanation about what the stories mean in terms of the relationship between God and Messengers, such as the reason for giving signs to Ibrahim.
- **(b)** The difficult situations faced by Messengers could be further explained and the points which Muslims might learn from them specifically identified. The point about patience could be elaborated upon and examples given about how this might apply in the lives of Muslims today.

## Common mistakes candidates made in this question

- **(a)** Some candidates wrote about general Islamic teachings, or mixed up the Qur'an and Hadith, whereas the question asked them to refer specifically to the Qur'an. Candidates mistook the focus of the question and answered it as if it was a question about themes in set passages. The syllabus refers to: 'the major themes of the Qur'an as contained both in the passages set for special study and in other similar passages' so the focus of candidates' responses should be on the theme of God's relationship with his Messengers, with evidence drawn from passages in the Qur'an.

Some candidates wrote about stories and events in the set passages about the Messengers, rather than drawing out the relationship between God and the Messengers chosen from those stories.

Some candidates wrote about Muhammad (pbuh) or other Messengers, rather than those specified in the question.

- **(b)** A common mistake was to describe difficulties instead of focusing on the Messengers' reaction to those difficulties.

Some candidates described aspects of difficulties faced by Messengers without relating these to the lives of Muslims today.

Many candidates made generalisations without giving specific examples to demonstrate understanding.

## Question 3

### Example Candidate Response – high

### Examiner comments

a) The people of Makkah who were pagans and enemies of Islam were worried that the Prophet (Pbuh) would escape to Madinah just as the other Muslims were migrating. Thus they arranged a meeting at Daul Nadwa where many pagan chiefs were present. An example Utba and Shaba of Banu Abd Shams, Abu Jahl of Banu Makhzoom, Umayyah bin Khalaf of Banu Umayyah. Someone suggested that the Prophet (Pbuh) should be exiled, however this was rejected as they knew Prophet had a soft tongue that attracted people and exiling him would lead to Islam spreading in other parts of Arabia. Another suggestion was to keep him tied in <sup>his</sup> home. This too was rejected as they were afraid his followers would gain strength and free him. Finally Abu Jahl suggested that he (Pbuh) should be assassinated and <sup>eleven</sup> ~~11~~ men, <sup>one</sup> ~~1~~ from each tribe should be chosen to do so, so Banu Hashim can't take revenge. However the Prophet (Pbuh) was informed of this plot by Allah:

<sup>Remember when</sup> "The unbelievers planned to keep you in bonds, or to slay you or to turn you out of your homes. They plot and plan and Allah also plans, but the best of planners is Allah." Hence Prophet (Pbuh) told Hazrat Ali to sleep in his bed so the pagans would think he is still here and so he could return belongings of Quraysh. The pagans were

1 A general introductory paragraph is given which mentions Messengers and gives a relevant quotation from the Qur'an. It could be made a little more specific and the names of the two who will be chosen in this answer identified.

2 A relevant quotation is given. A little more could be added about the context of this, such as the warning sent through Angel Jibril.

## Example Candidate Response – high, continued

## Examiner comments

gathered outside to kill him but the Prophet (Pbuh) escaped unnoticed. <sup>3</sup> The Quran says: "And in front of them is a bar. This was a miracle of Allah. He (Pbuh) set out with Hazrat Abu Bakr for Madinah but first stayed at Cave of Sawr/Thaur to mislead the Makkans. Before going in the cave, Hazrat Abu Bakr covered all holes in the cave with cloth except for one. When in the cave, Prophet (Pbuh) was sleeping and a snake from that hole bit Abu Bakr and the Prophet (Pbuh). Licked him by applying his saliva. Quran says: "When the unbelievers drove him out, he had no more than one companion..." During his time, Hazrat Asma came with food and water, Hazrat Abdullah came with news and Abu Bakr's slave came to cover Abdullah's tracks. A bounty of thousand camels was set on Prophet (Pbuh) by Quraish. Some Makkans came close to the cave but by the miracle of Allah, a spider had made its web at the mouth and nesting birds had made their nest in front of the cave. Quraish thought no one could be inside so they left. After 3 days Prophet (Pbuh) and Abu Bakr set out for Madinah. On the way, Sukran bin Malik became greedy and started following them when he recognized the Prophet (Pbuh). However his camel sunk into the sand three and <sup>4</sup> he got scared and asked Prophet (Pbuh) for help. Prophet (Pbuh) told him to go back, tell no one of their whereabouts and also that he would get ban-gles of khuro. Pervez one day, which he did

<sup>3</sup> The candidate could mention here that Ali slept in the Prophet's (pbuh) bed, and the context of this, as in the first point in the mark scheme for this question.

<sup>4</sup> The page covers a great deal of detail and could be improved by splitting into paragraphs. Each paragraph might cover a stage in events: the plot in Makka, Cave Thaur then Quba. Good use of paragraphs, each with a clear subject, indented at the beginning with a line break between each, shows evidence of 'expertise' in writing an answer, a characteristic of a Level 4 response.

## Example Candidate Response – high, continued

## Examiner comments

The Prophet (Pbuh) and Abu Bakr left Meccah for Quba on 8<sup>th</sup> of Rabiul Awwal. Over there they constructed first mosque of Islam and H. Ali joined them too. Prophet Pbuh had led first Friday prayer and sermon and then left for Madinah. In Madinah they were welcomed with enthusiasm <sup>5</sup> and girls sang songs in his (Pbuh) praise. Everyone wanted Prophet (Pbuh) to stay with them but Prophet said his camel was under divine order. It stopped in an empty plot owned by orphans Sahil and Suhail. It was purchased from them and construction of Masjid-e-Nabawi was started. Meanwhile Prophet Pbuh stayed with Abu Ayub Ansari.

b) It was significant as it made Muslims realise that where ever they live, they should make sure that <sup>6</sup> it is possible for them to worship Allah over there. <sup>and their priority should be worship of Allah</sup> Construction of mosque at Madinah was important as this mosque had a place for poor people of Madinah called Saffa so they could have shelter. Hence it made Muslims realise that they should do what they can to help their poor Muslim brothers in need.

Construction of mosque at Madinah was <sup>7</sup> also significant as it was a military, religious and political centre for Muslims. Hence by constructing it first the Pbuh ensured that Muslims had somewhere to gather to discuss issues and gain education. <sup>8</sup>

<sup>5</sup> The *hijra* ends here, so the answer does not need to go into detail of the construction of the Prophet's mosque in Madina and could be improved by ending at this point.

<sup>6</sup> The first paragraph is generalised and confused. The first Muslims could not openly worship in Makka but could in Madina. If this was made clear, it would have improved the candidate's response.

<sup>7</sup> These points are partly relevant, but note that the functions of the first mosques in Quba and Madina developed over time and some aspects were not part of their first uses.

<sup>8</sup> This candidate's response could be improved by focusing more on how the first mosques were a symbol of religious freedom and enabled the Muslims to pray openly together. These points are emphasised as a main focus in the mark scheme.

Mark for (a) = 8 out of 10

Mark for (b) = 2 out of 4

**Total mark awarded =  
10 out of 14**



## How the candidate could have improved their answer

- **(a)** The candidate could have improved this answer by organising into paragraphs, each with a clear function representing a stage in the *hijra*. A clear start and end point to the *hijra* should have been defined, with less attention given to events which are before and after. The role of Ali, who provided a decoy by sleeping on the bed of the Prophet (pbuh), could be included.
- **(b)** The candidate could have improved the answer by focusing specifically on the functions of the first mosques in their early period, rather than the general functions of mosques as they developed later. The importance of religious freedom, praying openly and in congregation which inspired the fledgling community of believers, could be made the main focus of the response rather than other aspects of the functions of mosques.

## Example Candidate Response – middle

## Examiner comments

a) Since the day Holy prophet had received the first revelation from Angel Jibreel, he devoted his life to spreading Islam. The people in Makkah did not support Holy Prophet and threatened him in many ways. One night 11 men were outside the Prophet's house ready to attack him as soon as he stepped outside but the Prophet silently escaped with Hazrat Abu Bakr. By saying "we have placed a barrier over the under them, so that they may not see".<sup>1</sup> He left behind Hazrat Ali sleeping on his bed, whom the Quresh saw the next morning. Abu Bakr and Holy Prophet stay at the Cave of Thaur, southwards of Makkah,<sup>2</sup> for 3 days and nights. Abu Bakr's children also accompanied him and Asma brought them food while Ali removed her tuces. The Quresh did almost find them but the Holy Prophet prayed to God for protection and a spider had woven a net and a doe lay eggs in its nest, so the Quresh lost of hope of find them. &<sup>3</sup> The Holy Prophet and Abu Bakr, after 3 days left on horses and arrived at Madinah on 8 Rabi-ul-awwal. There he built a

<sup>1</sup> Some events are correctly referred to, such as Ali sleeping in the Prophet's (pbuh) bed, but they could be more clearly described. For example, reference could be made to the specific warning sent through Jibril and more details given about the plot to attack, which was actually a plot to assassinate Muhammad (pbuh).

<sup>2</sup> A new paragraph should have been started here to explain the Cave Thaur, the next stage in the hijra journey.

<sup>3</sup> A little more detail could be given here and perhaps reference to a quotation which would demonstrate evidence of expertise and thorough knowledge.

## Example Candidate Response – middle, continued

## Examiner comments

mosque to pray his Friday prayer. He was immensely greeted by his followers who had been waiting for him ~~at~~ All cheered for the Holy Prophet and gave him a place to stay until his arrangements were done. During his stay in Ka'bah Thaur, he continuously prayed to Allah and assured Abu Bakr that Allah was the third one with Abu Bakr also tried his best to protect the Holy Prophet from all dangers.

b) Holy Prophet was a man who prayed five <sup>times</sup> a day. He prayed his Friday prayers at Mosque he built in Quba, which also symbolises the establishment of Islam in Madinah. The people ~~was~~ at Makkah had always interrupted the Holy Prophet when he used to pray. But now that the Holy Prophet was in a safer space, he wanted the Muslims to bow down to Allah in peace and worship him without any fear. Many more Muslims that still had a journey to make to Madinah would also be at peace.

4 The answer could include the events in Quba, including founding the mosque there.

5 The establishment of communal prayers openly addresses the main focus of the mark scheme for this question.

6 Safe space and community at peace are relevant points which might be elaborated in more detail. An important feature of the first mosques was to show that communal worship of God was to be the focal point primary importance. Explaining this context would help showing thoroughness and expertise in the answer which might improve it sufficiently to reach a higher level of response.

| Example Candidate Response – middle, continued   | Examiner comments   |
|--|---|
| <p style="text-align: center;">Extension of Question 3</p> <p style="text-align: center;">(a)</p> <p>On arriving at Madinah, the people offered Holy Prophet to stay at their house. to all those offers, the Holy Prophet's she-camel Qaswa <del>to</del> chose his place of rest. At the house of two brothers. The Holy Prophet later on preached brotherhood. Muhajadeen and Ansar developed care for one another stronger than any other bond. This made life of soon <del>of</del> to arrive Muslims even easier and <del>the</del> <del>earned</del> the Holy Prophet much more respect. <span style="color: red; font-weight: bold; border: 1px solid red; border-radius: 50%; padding: 2px;">7</span></p> | <p><span style="color: red; font-weight: bold; border: 1px solid red; border-radius: 50%; padding: 2px;">7</span> This part of the answer could be omitted because it is about life in Madina after arrival, not the <i>hijra</i> journey itself.</p> <p>Mark for (a) = 4 out of 10</p> <p>Mark for (b) = 3 out of 4</p> <p><b>Total mark awarded = 7 out of 14</b></p> |

### How the candidate could have improved their answer

- **(a)** The answer could be more clearly structured in paragraphs, and more included about events in Quba. Events, such as Ali sleeping in Prophet's bed (pbuh), could be described more clearly and in more detail. The candidate could further improve the response by referring to the specific warning sent through Jibril about the Makkans plot to assassinate Muhammad (pbuh).
- **(b)** The candidate's response identified the main points of the mark scheme but could elaborate in more detail to demonstrate thoroughness of understanding and expertise. The candidate could explain that this was the first time the community could openly pray Friday prayers together, which helped them to gain confidence and establish regular practice. The point identified about peace might also be further expanded, as Muhammad's (pbuh) leadership reconciled factions in the city of Madina and mosques as places of peace and reconciliation were a feature of this which helped bind the ties of brotherhood in the community.

## Example Candidate Response – low

## Examiner comments

3 (a)

The Quraysh observed that Islam is spreading much fast and the power of Prophet is increasing, then they all planned to kill Prophet. Then Prophet listened about their plan and discuss with his companion Hazrat Abu Bakr. Hazrat Abu Bakr suggested to escape Makkah and migrate to Madinah. 1

Holy Prophet call to Hazrat Ali and said him to sleep on his bed that Quraysh may not know that Muhammad escaped Makkah and move at night by help of an friend to Hazrat Abu Bakr. 2

They reached at cave of Thaur, as Quraysh knows that Prophet escaped Makkah, so they make an announcement that how will find Prophet and kill him, he will get an reward.

There was an person, who may agree to find out the prophet. He start travelling and finding every where.

1 It could be clarified here that the Prophet (pbuh) received a message through Angel Jibril that it was time for him to leave for his own protection, rather than simply the suggestion of a companion.

2 This part of the response could be improved by describing events more clearly and in more detail.

## Example Candidate Response – low, continued

## Examiner comments

on the next day, the daughter of  
 Murrat Abu Bakr and their slave went  
 in cave of Thaur, where they provide  
 the food and aware them about  
 the Quraysh are finding you while  
 giving an reward.

3 Events in Cave Thaur could be described in more detail to improve this answer.

Then person who was finding them, he  
 found much, also understood that  
 when ever, I come near Prophet my  
 horse turn the way.

4 This paragraph could be more clearly written, as it is unclear to the examiner what is being referred to.

Then he went to Prophet and  
 met, talk about the plan of  
 Quraysh, as I was finding you,  
 Am sorry because I was wrong  
 Then Prophet moved from cave of  
 Thaur and went an companion  
 home where they stayed and took  
 part in construction of Mosque of  
 Quba.

5 Quba is mentioned. The name of the companion and where they went might be added; 'home' might be corrected or explained as they were on the journey at this point.

where the meeting will be there  
 and discuss about Islam.  
 He took part in construction himself

(b)  
 Prophet took part in construction  
 to show other that the  
 leader also works hard and  
 teaching for Islam.  
 He took part in constructing

| Example Candidate Response – low, continued  | Examiner comments   |
|--|---|
| <p>for his faith and giving<br/>message to next generation<br/>Every Muslims are responsible<br/>to built an mosque in<br/>their community where the<br/>child can hear prayer and<br/>recite the Quran also<br/>discussion for the Islam.</p> | <p><b>6</b> A general function of the mosque is identified, which might be improved by making this specific to the time of the first mosques, as required in the question.</p> <p><b>7</b> A second general function of a mosque is identified.<br/>Mark for (a) = 2 out of 10<br/>Mark for (b) = 1 out of 4</p> <p><b>Total mark awarded =<br/>3 out of 14</b></p> |

### How the candidate could have improved their answer

- (a)** The response could be improved by being clearer about events and more precise with the details given. The suggestion to leave Makka and move to Madina came through Angel Jibril so that could be added in the response. Events in Cave Thawr could be elaborated upon. Events at Quba could be clarified and added to. One or two relevant quotes from the Qur'an might be added to further develop this response.
- (b)** This response could be improved by referring specifically to the first mosques in Quba and Madina and their significance in the establishment of congregational prayer and freedom of worship for the first Muslims. General functions of mosques need to be clarified and made specific to improve this answer.

### Common mistakes candidates made in this question

- (a)** Candidates wrote about a long period leading up to the migration, rather than focusing on the migration itself. Some included reference to other migrations, including the migrations to Abyssinia, and other parties of Muslims who migrated separately to Madina, but the focus of this question was the Prophet's migration. Many candidates omitted reference to Jibril who delivered God's permission or migration to the Prophet (pbuh) and they also omitted reference to the Qur'an. This made it much more difficult for those candidates to gain a Level 4 mark since the mark scheme begins with the Makkan plot and Jibril's message, and Level 4 responses are 'thorough' and 'likely to quote Qur'an verses and Hadiths to support and illustrate points made'. A common mistake was to continue writing about the foundation of the mosque and building of the Prophet's (pbuh) compound there, but these events go beyond the scope of this question.
- (b)** Description of the events of building the first mosques rather than discussion of their significance was a common mistake. Many candidates wrote about the importance of mosques in current times in general, rather than the first mosques in Quba and Madina. Some candidates wrote very short answers and did not justify their reasons. Note that the command word in the question was 'why', so justification of the significance was required. Some candidates saw the construction of mosques on their own and made the mistake of not including the significance within the Prophet's (pbuh) tasks as a whole and the historical development of Islam in Madina.

## Question 4

### Example Candidate Response – high

### Examiner comments

① There were several events that took place in the tenth year of prophet hood, 632 A.D which was the final year of Holy Prophet (P.B.U.H) life. In the last year of his life, he doubled his supplications and worshipping. In the last Ramadan of his life, he recited the Quran two times with Hazrat Jibrael.

① This short, introductory paragraph could be improved by being written in a more concise, tighter way. It is not necessary to write 'there were several events' as this is obvious from the rest of the paragraph, so this may be omitted. The words 'last year of his life' need not be repeated several times. Writing more concisely helps to demonstrate expertise, a quality of a Level 4 response, since it shows that the candidate is able to select and focus on the most important points.

In the final year of prophet life, he told his intention to go on a pilgrimage. When the news spread all over Arabia, thousands of people joined him in Makkah and outside. On 25 Zul Qada, Holy Prophet (P.B.U.H) started his journey with one hundred and fourteen thousand (114,000) people. They wore their Ahram and started recited talbiya as they left Madina. After a journey of nine days, Holy Prophet (P.B.U.H) reached Makkah on 4 Zul-hajj. He went to Kaaba and performed ~~Sae~~ <sup>Tawaf</sup> and then he went to safa and marwa to perform sae. On 8<sup>th</sup> Zul-Hajj, he went to Mina and spent the night. On 9<sup>th</sup> Zul Hajj he reached Arafat. It was Friday and day time. He gave a sermon to all the muslim community seated on his camel.

② Adding a short, relevant quotation might help improve this paragraph. It is not necessary to include them in all paragraphs but they do show evidence that features in the levels of response descriptor for AO1 Level 4, listed in the syllabus.

In the sermon he gave a hint that he might not be present till next year. He said to people listen to what I am saying carefully and because I might not be with you the next year so spread



## Example Candidate Response – high, continued

## Examiner comments

my words to people who are not present here together'. He revised all the commandments of Quran in his sermon. He told muslim to be kind to everyone and not to hurt others as he said 'Do not hurt anyone so that no one may hurt you'. He also told muslim to turn away from vices and that Satan is a vowed enemy of muslims. He told the rights of women and wives as he said 'Be nice and kind to your wives as they are your partners and committed helpers'. He also revised all the pillars of Islam and told muslim to follow them. He said 'O people I listen to me in the earnest, worship Allah, pray your five daily prayers, fast in the month of Ramazan, pay zakat from your wealth and offer pilgrimage if you afford to'. He also told people about the day of Judgement and finality of prophet. He told muslims to protect each other and told that all muslim are equal. He said 'Every muslim is a brother to another muslim. All are equal, no one has superiority over anyone except piety and good action'. He told his companions to follow the right path of Allah and his messenger. Holy Prophet (P.B.U.H) said 'I am leaving you with two things, the Quran and the Sunnah of Prophet (P.B.U.H), if you hold fast to them you will never go astray.' After he completed the sermon, the last verse of Quran was revealed. Allah said 'Today, I have perfected your religion and

3 Several different subjects are included in one long paragraph about the Prophet's (pbuh) last sermon. This could be improved by splitting into shorter paragraphs with a different subject in each: one could be on religious commitments like the Five Pillars and another on women's rights.

## Example Candidate Response – high, continued

## Examiner comments

have completed my favours upon you and have chosen Islam as your religion." After the sermon, Prophet (P.B.U.H.) completed the other rituals of Hajj such as Tawaf, Hrafah, sacrifice, rammi etc and came back to Madina.

After he reached Madina, he appointed governors for collecting Zakat in newly conquered areas. More letters and deputation have arrived and Holy Prophet answered them and made friendship pacts with tribes. He appointed Usamah bin Zayd to lead the expedition to Syria to avenge the death of his father. Holy Prophet (P.B.U.H.) became ill in last two weeks of his life. He appointed Hazrat Abubake to lead the congregation of prayers. He settled in the apartment of Hazrat Aisha (R.A) after seeking permission from all other wives. He begged for forgiveness from his hearers. He had some cash with himself and he gave to Hazrat Aisha to distribute it as Alms to poor and destitute.

4

Holy Prophet (P.B.U.H.) died on 12 Rabi-ul-awal, Monday. After the Muslims were shocked Hazrat Abubake gave a speech to console the Muslims.

5) The most important teaching of sermon is brotherhood because nowadays, there are castes and sects formed in Muslims and brother are not together. There is blood shed and bribery and the poor people are not safe. There is no equality between brothers as rich are getting richer and poor is getting poorer. Brotherhood is important as it is the unifying force of Muslims against disbelievers.

6

4 This answer contains great detail and is quite long; writing more concisely might improve the candidate's overall response because more time would then be available to complete part (b).

5 The candidate identifies 'brotherhood' as the most important teaching and gives some justification in light of today. The justification could be exemplified and explained in more detail.

6 The response identifies one teaching, and could be improved by introducing a measure of comparison with another. This would show further understanding and help to attain a higher level of response.

Mark for (a) = 10 out of 10

Mark for (b) = 3 out of 4

**Total mark awarded = 13 out of 14**

## How the candidate could have improved their answer

- (a) The candidate could have written more concisely, particularly in the opening paragraph, and in the response as a whole, to enable more time and attention to be spent on part (b). Quotations were given and one or two could have been added earlier on in the answer to balance coverage overall.
- (b) More detail and examples could be given about situations today where Muslims might need to apply the Prophet's (pbuh) teaching from his last sermon about 'brotherhood', to demonstrate mature and thorough understanding of the identified teaching. A measure of comparison with other teachings, and why the candidate considered 'brotherhood' more important, could further improve this response.

## Example Candidate Response – middle

## Examiner comments

The final year of prophet's life was 10<sup>th</sup> year after Hijrat.

This was known as the year of deposition called Am-ul-Wafd as many tribes came and embraced Islam and Islam spread rapidly throughout Arabia. The prophet had conquered the Makkah and now he had a large number of followers. 1

At that year he offered the farewell pilgrimage along with him his thousands of companions accompanied him he knew that this was his last hajj and that his earthly life is now coming towards an end.

At the pilgrimage 2 on the plains of Arafat the Mount of Mercy the prophet delivered his last sermon in which he told the people to abstain from falsehood and to offer regular prayers to bow down to Allah regularly and this day he also said something about the society he said

"O people! you have rights over your wives and your wives have rights over you treat them with kindness 3 verily you have taken them on the security of Allah made them lawful unto you by the words of Allah. O you slave as you clothe yourself & clothe your slave as you clothe yourself and if you commit a mistake which you are unwilling to forgive then

1 Greater precision would improve this response. The conquest of Makka came earlier; growing numbers of followers is a general point which could be pinned down with specific examples.

2 The farewell pilgrimage itself came within the last year of the Prophet's life so the details of this could be given to improve this answer.

3 When making quotations, these could be improved by clearly stating where and who they are quoted from. Opening and closing quotation marks should be used so that the marker can see where the reference begins and ends.

## Example Candidate Response – middle, continued

## Examiner comments

them for you are the creatures of Allah and not to be treated harshly." By this he gave rights to those who had been considered inferior **4** among the Arab societies and the sermon ends while prophet received a revelation "This day I have perfected your religion for you Completed by favour upon you and have chosen for you Islam as your religion."

This was called the universal charter of rights for the first time women were granted rights in Arabia as previously they were considered as property. After delivering his last sermon on 11<sup>th</sup> year A.D prophet became ill and he died at the age of 63 on 12 Rabiul Awwal in Hadrat ~~Abdullah~~ <sup>Aishah</sup> Apartment and was buried in Jannat Jannat-ul-Baqi. **5**

(b) About offering regular prayers <sup>is</sup> the most important <sup>teaching</sup> for Muslims today as in this era people indulge themselves in other activities that they don't remember that they had to pray and bow down to Allah they are so busy in their lives that they are not preparing for the life after death of which all of us had to answer. Muslims should today should adopt his teaching and should offer regular prayers and seek Allah's guidance for righteousness. **7**

**4** It could be explained that the Prophet (pbuh) was making clear his teachings for the future but this was not the first moment when he introduced rights for the downtrodden; it was to ensure this approach, which he had established through years of leadership in Madina, continued.

**5** More detail could be given about what happened in his apartment and the support of his wives and close companions in the last couple of weeks of his life.

**6** Regular prayer is identified as the most important teaching; a brief quotation or exact reference to the Prophet's (pbuh) words from his last sermon could improve the start of this paragraph.

**7** The answer could be improved by refining the arguments and giving specific examples while avoiding emotive or judgemental expressions.

Mark for (a) = 5 out of 10

Mark for (b) = 3 out of 4

**Total mark awarded = 8 out of 14**

## How the candidate could have improved their answer

- (a) Greater precision about the use of quotations would have helped to improve this response, as well as clarity about references to a universal charter of rights and the timing of the conquest of Makka. More detail could be given about the farewell pilgrimage in the first part of this response. In the last paragraph, events in the Prophet's apartments and the support of his wives and close companions during the last couple of weeks of his life could be added to further improve this candidate's response.
- (b) Add a brief quotation of the command to establish regular prayer from the Prophet's (pbuh) last sermon to begin this response. The candidate could further improve the answer by adding a measure of comparison with other teachings in the last sermon, to explain why offering regular prayer, this candidate's chosen teaching, is the most important in their opinion.

## Example Candidate Response – low

## Examiner comments

a) The main purpose of Hdy Prophets life was to spread Islam and convey the message of Allah. He fought many battles to do so. His mission was to make Quresh tribes convert to Islam. The Quresh were a strong force and did not easily submit. In the conquest of Makkah, when the Quresh went against the treaty of Hudaibiya the Hdy Prophet decided to fight. The Quresh at this point had given up and accepted Islam. This however angered many other tribes and battle of Hunain was fought in 6 A.H where the Christian archer attacked the Muslims which were shocked and almost retreated but even once the Prophet shouted them to come back. The Prophet later in 7 A.H performed Bimmrah, as they could not do so last year. But after that the tabuk expedition took place at the time when Arab was under famine and Muslims needed donations. By the grace of Allah the Muslims received help from Thaurat Usman, Thaurat Umar and Abu Bakr. The Muslim army was now strong and the enemy left without a fight. This was the

- 1 The candidate needs to be precise in identifying events only in the last year of the Prophet's (pbuh) life, and leaving out these details which are background events from well before the last year.
- 2 Years are mentioned but not correctly related to the question, which requires the last year of the Prophet's (pbuh) life, 10AH.

## Example Candidate Response – low, continued

## Examiner comments

last battle the Holy Prophet had fought. After which Islam had spread tremendously and the Holy Prophet was satisfied with his work. On 8<sup>th</sup> AH he decided to perform Hajj. On hearing this, his companions wished to join him and the Prophet left with 114,000 men. <sup>3</sup> There he delivered his last sermon in which he said:

"I have fulfilled my favour upon you and chosen for you Islam as your religion". After performing Hajj the Holy Prophet passed away of which he had spoken about as he had said. <sup>4</sup>

"Next year I may not be among you."

b) The Holy Prophet had preached that Islam was now a complete religion for the Muslims and they should follow what he has preached. Thus it is now <sup>5</sup> our duty as Muslims to obey every rule and command by the Holy Prophet and Allah. We should seek advice from Him in our every day life. We should give rights <sup>6</sup> to the people he has

<sup>3</sup> The relevant part of the answer begins here. The farewell pilgrimage could be covered in much more detail to improve this answer.

<sup>4</sup> One relevant quotation is given here. More could be added to improve the detail and depth of knowledge demonstrated in this response.

<sup>5</sup> A teaching clearly identifiable from the Prophet's (pbuh) last sermon needs to be the focus of this question. This candidate could improve their response by choosing one, instead of making general comments about the importance of preaching Islam.

<sup>6</sup> Giving rights might apply to part of the sermon. To be credited for this reference, the candidate needs to be clearer about which teaching from the last sermon they are referring to, such as by quoting it, rather than referring to rights in general.

| Example Candidate Response – low, continued   | Examiner comments   |
|---|---|
| <p>mentioned and near disobey him. Our lives are now guarded due to several examples he spread out for us so that he may never go astray. Today, in times of need, we know that Allah is the only one to seek help from and ask forgiveness from. There is no one but he.</p> | <p>Mark for (a) = 3 out of 10<br/>           Mark for (b) = 0 out of 4</p> <p><b>Total mark awarded = 3 out of 14</b></p> |

### How the candidate could have improved their answer

- **(a)** The candidate needed to be more precise about when events took place and leave out of the response earlier events. Greater precision should have been used with regards to dates, and more details from the farewell pilgrimage and last sermon should have been added to improve this candidate's response.
- **(b)** The candidate needed to clearly identify a teaching from the last sermon, rather than a general Islamic teaching, such as by quoting one. This answer could have been improved to gain more marks by adding clarity and being specific in reference to a teaching.

### Common mistakes candidates made in this question

- **(a)** Some candidates confused events with earlier events in the life of Muhammad (pbuh). A common mistake was to write about events leading up to the conquest of Makka, which came some years earlier. A mistake made by some was to omit either the farewell pilgrimage or the last sermon; many candidates covered one or the other but not both. Some candidates omitted or gave little reference to events in the Prophet's (pbuh) household with the support of his wives and close companions in the last few weeks of his life. General teachings and quotations about Islamic teachings were sometimes confused with specific teachings from the last sermon. A common mistake was not being precise enough in this regard.
- **(b)** A common mistake was to omit reference to the last sermon and refer to the Prophet's (pbuh) teachings in general. A misconception was that the last sermon introduced new rights and duties, whereas in reality it consolidated those already introduced throughout the life and ministry of Muhammad (pbuh). The candidates either gave a long list of teachings without any evaluation or listed some general principles of Islam not even covered by the sermon or presented arguments that were not adequate.

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