

# Examiners' Report

Summer 2010

GCE

GCE O Level Islamiyat (7568) Paper 01

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## Section One

Question 1 (a): All three questions were generally very well answered.

Question 1 (b)(i): Most candidates knew this but some just copied the word "Abundance".

(b)(ii): Most candidates answered this correctly.

(b)(iii): A number of candidates just copied "cut off at the root, families never remembered, killed in battles (not named)", but most candidates had the correct answer.

Question 1 (c)(i): Most candidates answered correctly with Judaism, Christianity or Sikhism.

(c)(ii): Some candidates didn't make the link between Al-Ikhlās and the Call to Prayer.

(c)(iii): Some candidates just copied the Surah descriptions of Allah with no explanations.

Question 2 (a)(i): Several candidates wrote "helping with the housework - even dressmaking, doing the washing and childminding."

Question 2 (b)(i): Some candidates just wrote about taking care of the older generation, without specifying how.

Question 2 (c) (i): Very few candidates answered this question correctly.

Question 2 (d) (i): Only a few candidates picked up the word "justly" from the question, frequently writing "kindly" and "did not punish them".

(d)(ii): Only the strongest candidates drew the conclusion from "Allah sees and hears everything".

Question 2 (e) (ii): Surprisingly few candidates answered this question correctly.

Question 3 (a) (i): Few candidates knew what a faqih is.

Question 3 (c) (i): Some candidates just wrote "Paradise" or "the gate to a good path through life" but most candidates answered this correctly.

Question 3 (e) (i): Most candidates answered with a particular deed, although some candidates just answered "give Zakah" or "praying".

The vast majority of candidates performed well on all parts of Section One.

## Section Two

Question 4: This was a popular question. Many candidates scored full marks on part (a). The wording of both parts (b) and (c) was often misinterpreted. Thus, in part (b), long descriptions of the Prophet's Call were given which were not required. Comments on three ways in which Khadijah "contributed to...the Prophet's mission" were often absent, apart from about the financial help she gave. In part (c), many candidates scored no marks because they gave no reasons or did not relate them to the position of women today.

Question 5: This was quite a popular question, some candidates had been taught the subject well and managed high marks in part (a). These candidates also did well in part (b). A similar problem to that encountered in 4(c) occurred in part of this question, with often only one developed reason for the importance of brotherhood today.

Question 6: This question was often not answered well. In part (a) there were rarely any specific details offered: in (i) a few candidates managed zakah and some mentioned "half a date", but statements were often too general. This was continued in the remaining sections of (a) - everyone had to be just to each other, to be kind to others (like the Ansar) and to pray regularly. Some candidates did make references to worshipping one God and the building of the mosque. Part (b) was reasonably well answered.

Question 7: This was a popular question with some good answers to part (a), with marks allowed for the lighting of fires and the fourfold attack on Makkah. Only a few candidates mentioned writing to the surrounding kingdoms. Some did not identify lessons for today but the best responses were very good indeed. In part (c) most candidates were against war in principle but did believe it should be carried out in self-defence.

Question 8: Part (a) responses were often limited to the Prophet going to Aishah's apartment with the permission of the other wives, Abu Bakr leading the prayers and the Prophet dying with his head on Aishah's lap. Answers to part (b) lacked comment; they mainly consisted of some reference by Abu Bakr to the Prophet dying but Allah being still alive. Question 7(c) was often misunderstood, the quotation being read as a reference to reincarnation.

### Section Three

Question 9: Responses to part (a) often depended on general statements without enough specific detail, e.g., Allah is able to create anything and destroy it at will. There was some improvement in part (b) but also some misunderstanding. Thus the reference to “the knowledge of Allah” was taken by some candidates to mean Allah giving people knowledge of Him. Some answers to part (c) repeated Allah’s knowledge rather than a fresh aspect; other candidates gave many more than the required two. Stronger candidates wrote about Allah’s power as a Judge, which allowed them to write about the Day of Judgement whilst others wrote sensibly about Tawhid and Shirk.

Question 10: This was a very popular, well answered question. Part (b) in particular, with its demand for explanations of origins and accompanying examples, was done particularly well. Many answers produced high marks, despite some limited responses in (c).

Question 11: The phrase “the teaching of the Qur’an” was often ignored by weaker candidates. Some candidates managed to note that there were three divorces and that remarriage was possible if the wife had remarried someone else and he had died. Stronger candidates wrote about the iddah, time for reconciliation and treating wives kindly. Most candidates commented that divorce should never take place as Allah and the Prophet didn’t like it. Answers to part (b) were generally better, with references to marriage break-up adversely affecting the children and society in general. Part (c) drew mixed responses; only a few candidates developed either side very well. Many candidates made the general observation that a wife should obey her husband unless he asked her to do anything contrary to Islamic law.

Question 12: This question was answered reasonably well by most who attempted it. The actions performed on pilgrimage – part (b) – were better known than the preparations called for in (a). Some candidates had the putting on of the Ihram as an action in (b). If so, it was given an (a) mark. A number of candidates chose Mount Arafat as one of the actions and used it well, with references to Adam and Eve and the Last Sermon. Part (c) was also satisfactorily answered, with the most prominent points concerning the obligation of going on Hajj, forgiveness and brotherhood.

Question 13: Most candidates who chose this question had some familiarity with the events. Some candidates missed out Abu Bakr, wrote about Uthman in both (a) and (b), concentrated on the Qur’an too much and did not comment enough on the expansion of Islam under Abu Bakr and Umar whilst others did know about the campaigns against false prophets, apostates and Zakah rebels. Some candidates knew practically every battle and wrote detailed essays. They also knew about Uthman’s concern for the authenticity of the Qur’an and often were also able to comment on its importance, both for that time and the future. Part (c) produced some interesting responses, writing about the successes and failures of the early Khalifahs and making the point that if leaders were not strong they could be bad for the unity of Islam. Others, concentrating on the present day, said that it was up to the people to maintain unity as leaders were often corrupt, only interested in money and power. The quality of present-day leaders, however, or possible alternative forms of government, was not discussed at any length.

Question 14: Another popular question which, on the whole, was well answered. Most candidates were knowledgeable about the different groups and correctly identified them. In part (b) the word "lessons" was sometimes disregarded. So the story was known but not its implications for today. Good examples of lessons, such as loyalty, courage and sacrifice were generally not included. Instead of these, some used unity and brotherhood, quite valid examples, but then often wrote about these again in part (c).

#### **Section Four**

Candidates answered the questions in this section without any obvious problems.

#### **General Points**

This examination uses the phrase "Outline and comment on...." and the word "explain". Many students did not observe these commands, therefore, they were able to call upon their factual knowledge of a particular topic but did not make the appropriate explanatory comment. For example, Question 4, where candidates were asked to outline and comment on ways in which Khadijah contributed to the progress of the Prophet's mission. One example of an outlined answer is that she gave financial help to the Prophet. To comment on her action would be to say (for example) that this gave him the freedom to pursue his mission without having to spend time working for his living in other ways. In a similar way the use of "explain" implies not just a factual statement but a brief measure of understanding.

### Statistics

Grade	Max. Mark	A	B	C	D	E
Overall Subject boundary marks	100	66	58	50	45	36

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